

Educational Supplement

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Break

Book search

This autumn, the TES hopes to investigate the mystery of the disappearing school books...

In the late 1960s and early 1970s a sustained campaign from teachers and publishers ended in the average per capita spending on books being pushed up to £6.43 for secondary pupils and £1.17 for primary...

Nobody knows what has happened since then, when the spending cuts began to bite harder...

Everybody knows that books are among the easiest bits of non-teaching expenditure to cut—easier than cleaning materials, for instance...

What we need is some hard information, and the more detailed the better. How much are schools buying books for?

Are parents stepping into the breach through PTAs or because schools are suggesting pretty basic texts they might buy?

The answers to these questions are scattered about the system—heads, heads of department, librarians, class teachers, all could help...

mouth of Ms Margaret Jackson in a Commons debate in May, said that finding out what is happening is much too difficult...

Mature match

A marriage in the courtly mode was announced last week between the Headmasters' Association and the Association of Head Mistresses...

A joint working party set up last summer has done its stuff. No staff are to be made redundant, the members have been balloted and the merger takes effect from January 1978...

In the ballot about half the members of each body returned the forms producing "a majority of the best Stalinist kind"...

The head mistresses' secretary, Miss Shirley Chapman, becomes one of two deputy secretaries and from January 1 the combined association becomes the Secondary Heads Association (SHA)...

The merger will bring the membership of the heads' association up to nearly 3,000, well over half of them comprehensive heads...

Apart from an initial preoccupation with making the marriage work, grafting together the two regional associations and joining the heads' association into modifying their gentleman's club atmosphere...

More generally there is the understandable preoccupation of heads with local authority cuts and the various anti-tactics to which more plebeian unions are resorting...

Particularly maintained school heads, so far better, for weeks, in the absence of a little solidarity will doubtless not come amiss.



"Smoking a tobacco substitute can be just as harmful to your health, Bernard, if you're caught."

Orderly proles

The tripartite system lives on—at least at the AN-England Lawn Tennis and Croquet Club. Last Saturday Aristides, thinly disguised as a member of Joe Lyons's staff...

It pays to have friends. A few seconds before the mob from the overnight queue swarmed in I was installed in the Centre Court. With all the seats and Royal Box deserted, and two hours still to go...

Not all of us were young, bejeaned and unwashed: one man had been coming along for 50 years; an elderly woman remembered 1936 and Fred Perry. Basily the most intense debut, however, centred on the hair colour of Borg's girl friend (or "fiorella", as Peter West later primly called her).

Nor were we totally without privileges. As customary on Finals Day, the band of the Welsh Guards tucked themselves in behind the baseline—at the point where the BBC cables, nervously running over his lines for Grandstand, and getting his microphone lost somewhere round the back of his sharp, silver-gro trousers.

Indeed, we almost felt sorry for the superior persons who only found their £4.40 (if they didn't get them from the touts) seats minutes before the start, and so missed the build-up. As for those

born to rule, parked under the canopy of the Royal Box in their dreary white hats and formal dark suits, they were doubtless part of the build-up.

The tennis, when it began, was hot stuff—as was the sun, which at 100 degrees brought some of the lower orders newly to passing out. There seemed more support and shouts for the upstart Connors in this corner—"It's not fair to boo him", said one girl sharply.

Mostly we behaved ourselves, too; before each point you could hear a strawberry drop. But once, as Connors went through his interminable wind-up to serve, a twenty-two year old "get on with it" in the wrong tone of voice, and was politely scolded by the umpire.

After Borg's victory, we had a close-up view of something the TV cameras missed. The Duchess of Kent, clearly more at ease with her inferiors than others of her station, displayed a working knowledge of the real world. Of the four ball boys she stopped to talk with when she descended from The Box, one was white, one brown, one black—and one female.

It seems the head of one Wimbledon girls' school complained that if the boys from Merton and Wandsworth schools qualified for the job, why should her young ladies be missed out. So another bastion fell, though the girls remained discreetly hidden away from the Centre Court. I say, they will soon be wanting a woman on the management committee. And what then?

Still, some traditions remain. It transpired that one well-established player gracefully accepts his cheque every year, so the books can be balanced, and then equally gracefully hands it back again, declaring: "I've always been an amateur, and I intend to remain so."

Telling tales

Louisa schools with children who speak Greek, Hindi, Turkish, Urdu, Chinese, Bengali, or Gujarati might find some use in an event next week at the Centre for Urban Educational Studies (CUES) in London.

The centre's librarian, Gillian Klein, has organised an exhibition of books written in these languages, together with story-reading sessions. The readers will include people from the minority groups whose languages are represented. CUES is in Islington, at 34 Aberdonian Park, London, N.5. Ring 01-226 5437 to check on the timetable for the stories.

Eton and Holland

"Darling, I hear Louisa has got a Holland for next year." "Yes, we're really awfully thrilled. You know she really isn't the academic type and was rather cramping her style—the boarding thing, don't you know."

"We had thought of sending her to the local tech to get a few more O's and do some typing but she's just

dying to get away from home and share a flat with Sarah. Her father's got his foot down over that but then the £18 just tipped the balance.

"Mind you she was lucky to get a place. Prightfully oversubscribed for the shorthand and typing I hear. Her headmistress, Miss Rice, is putting all her non-academic girls in for Holland. She tells me this corner—these gals do quite nice cooking for dinner parties and things."

Unemployed? Oh there's no problem about that. She wanted to have the summer off anyway—lots of parties and some really nice nice invitations for weekends and things here and there.

"Yes well you do have to sign on at that groggy little office on the estate—the current exchange is it—but if you want a job looking after people there's not much risk of them coming up with anything, not here, Kensington... and then of course she gets the £9. Quite a help building up her wardrobe a bit. I was having to spend all that money to uniform all these years..."

"Piers? Oh I should certainly give it a try, darling. They tell me it's easier for boys to get one on if he wants to look around a bit before he goes into the business should think it would be jolly good. How about carpentry—most things fully useful to be able to run the odd set of shelves I should say. And the Guards seem a big prospect these days—particularly with their... er... leanings, if you know what I mean, dear."

"Of course, you won't have to worry about Emma now. I gather the grants for Oxford have suddenly become very much worth being 'You didn't? Well, I'm not sure about it but Lady Swin told me at dinner last week that she had been expecting to pay a normal whack for their twins who are at Cambridge but now they've got the fees all going to be paid."

"Well, I mean it must be well hundreds of pounds. She at Simon are planning a little trip Paris on the proceeds. Of course would mean Jeremy would have to apply for a grant if you want to get the thing paid and that's all those tiresome forms—surely your accountant could do that for you?"

Next week

Robin Macdonic writes about early music.

Books: R. T. Spottier discusses the alternative education press; Lesley Jancaster reviews 'The Box in the Corner'; N. W. Pirie writes about world food problems.

Extra: Reading.



Which way for the sixth former?

A TES inquiry into alternatives to the traditional sixth form pages 8, 9

Still at sixes and sevens

The Schools Council review committee now has the unenviable task of trying to make a coherent structure out of the skeleton proposals approved last week (page 5).

There are plenty of loose ends. Which of the three committees is to hold the real power? Over which of the three does the council's chairman preside? Which committee has the power to alter the constitution? What happens when they all disagree?

The process is not likely to be a simple one for the vagueness are not just the result of hurried work; they are the result of fundamental difficulties. The greatest of these is how to achieve a council which will satisfy all three of the parties which hold an effective veto: the DES, the unions, and the universities. If, as is generally supposed, the DES wants a council which is not in the grip of the unions, and the unions are determined to keep control by professionals while formulating none but unionists as professionals, a solution may not be discoverable.

At present Mr Fred Jarvis is loudly insisting that the proposed convocation is the sovereign body and that the school teacher unions have added their majority in that body. Most other people, however, see the convocation as an important talking shop and some of them suspect Mr Jarvis of tactics designed to divert attention from the professional committee on which school teachers retain a strong majority and on which the universities and the examination boards have no representatives at all.

And what, precisely, are to be the powers of the finance and priorities committee? Mr Max Morris insisted it was not a "boss committee". It could not, he said, put forward anything with which the other two committees did not agree. According to Mr Jarvis, however, the other committees could

insist on it putting forward things with which it did not agree—though he cannot surely think that proposals bearing the F and P committee's black spot would get far when that committee includes eight DES and eight i.e.a. representatives.

In trying to balance these powerful interests inside the council there is a serious risk that the council will fall to look at its overall purpose vis à vis the world at large. The Senior Chief Inspector, Miss Sheila Brown, administered a well-turned rebuke to this effect (back page) but there were no evident signs of the council heading her words.

Nor were there any convincing signs that the objections raised by the universities, GCE boards, and public schools would be taken as seriously as they should be. They have been consistently on the losing side over such major policy issues as the 16-plus and have therefore no strong support, either emotional or material, among the interests which run the council.

But they are powerful outside. And with 18-plus examinations looming as the next major issue on the Schools Council's agenda, their active participation is essential to the council's credibility. It may be that the universities are complaining too soon. As the chairman said last week, they certainly could rely on their presumptive right to be among the eight representatives of further and higher education. But they are disenchanted and it could be a mistake to dismiss their threat to withdraw from the council as unreal in the way Sir Alex Smith was doing last week.

continued on page 2

No comment

Some people believe in a right to human life, but others support youth in Asia and abortion—British Constitution A level examination script, 1977.

Peace news

An independent conciliator is to be appointed to settle the Oxfordshire dispute page 3

Late for the date

Within days of Mrs Williams's second deadline for comprehensive reorganization plans, only a handful of authorities have sent in replies. Twenty-six local authorities which have still some way to go to complete reorganization were told six months ago to reply by Sunday. Page 3

Cheshire blues

Newly elected Cheshire Tories are pressing for a return to selection. Bert Lodge examines the background to the dispute page 4

Dinner's star OK

meat and two veg page 6

Changing course

Students on Open University courses can switch to a polytechnic to complete their studies. Polytechnic students can transfer to the OU as well without losing credit for the work they have done page 6

Fares unfair

British Rail's decision to withdraw concessional rail fares from children over 14 was strongly condemned this week page 7

Early music

Early music is a recent, and in many respects, a peculiarly British phenomenon, writes Robin Macdonic, reporting on the early music conference held in London page 18

For the record

How to become a skilled classroom tape recorderist page 23

Eye on the box

After adult literacy, the BBC is turning its attention to English as a second language. Jane Mace and Kate Harding ask some questions about a new series for Asians; Rosemary Harthill looks at the progress of the literacy campaign pages 17, 36

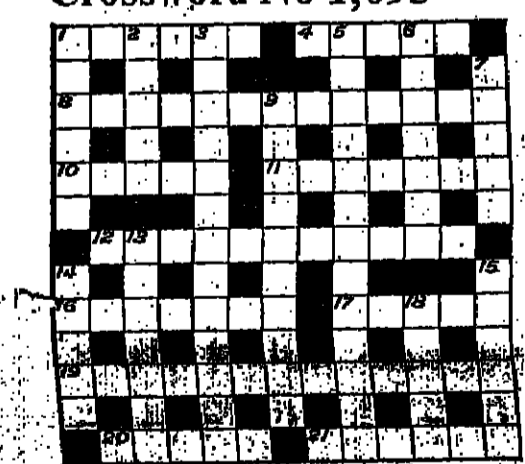
Music for youth

"A supremely rich day of music-making"—Robin Macdonic and Andrew Peggie write about the National Festival of Music for Youth at the Royal Festival Hall last Saturday page 33

Final reading

pages 25-40

Crossword No 1,093



- 2 He made an art of cutting in (5). 3 But it's white for the bride (6, 7). 4 Not the heavy vehicles control of course (7, 6). 5 Its sequel is to die (17). 6 No reverse to weep about (5). 7 Sex equality innovation in child care? (10). 8 Quite other than an impulse on the Downe (7). 9 Cheeky follows (5). 10 Empty to indicate (10). 11 Dazzling by optical process (5). 12 Solution to puzzle No 1,092.

Across

- 1 Description of ex-part poker player? (3, 3). 4 Take-off of bath-room scene (5). 8 Preface to theatrical uprising (7, 5). 10 One might wish the little thing good shooting (5). 11 Gangster in the fun-fair (7). 12 Lightly discoloured (11).

Down

- 1 Hole or corner escape for Parliamentarians (6). 17 May be a worrisome object (5). 19 They're capital evils (5, 8). 20 You'd not expect these numbers to be (5). 21 If you attack you'll make the silly billy (6).

We apologise for publishing the wrong puzzle solution last week.

Chess

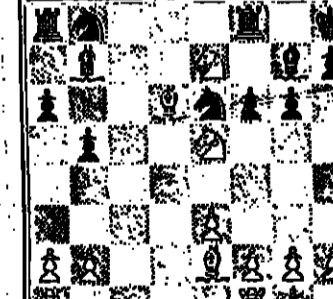
Without the Queen The average player clings on to his Queen like grim death and for perfectly natural reasons. Being the strongest piece on the board, the Queen is nearly always involved in some attacking plan. It is with the Queen that most players are accustomed to deliver mate and there is also the feeling that without the Queen the game loses a lot of its colour and excitement.

Yet it should be observed that all the real subtlety of the game, and it is not aware that pawns shades can be as charming as the more violent colours.

Quite often there are games and these in games when an exchange of Queens is much the best method of winning or playing for a win. I am not referring to the obvious fact that if you see materially to the good it is right to exchange off pieces and thus come down to an easily won ending.

But there are positions where, by exchanging the Queen, you increase your command of space or weaken the enemy's powers of resistance. In the following game, which was

Position after 16... P-B3



White: F. Gheorghiu. Black: A. Halk. Q.T. Grunfeld Defence.

- 1 P-O4 2 P-K3 3 K-O3 4 B-K2 5 P-O4 6 P-K3 7 P-K2 8 P-K3 9 P-K2 10 P-K3 11 P-K2 12 P-K3 13 P-K2 14 P-K3 15 P-K2 16 P-K3

White: F. Gheorghiu. Black: A. Halk. Q.T. Grunfeld Defence.

- 17 P-K3 18 P-K2 19 P-K3 20 P-K2 21 P-K3 22 P-K2 23 P-K3 24 P-K2 25 P-K3 26 P-K2 27 P-K3 28 P-K2 29 P-K3 30 P-K2 31 P-K3 32 P-K2 33 P-K3 34 P-K2 35 P-K3 36 P-K2 37 P-K3 38 P-K2 39 P-K3 40 P-K2 41 P-K3 42 P-K2 43 P-K3 44 P-K2 45 P-K3 46 P-K2 47 P-K3 48 P-K2 49 P-K3 50 P-K2 51 P-K3 52 P-K2 53 P-K3 54 P-K2 55 P-K3 56 P-K2 57 P-K3 58 P-K2 59 P-K3 60 P-K2 61 P-K3 62 P-K2 63 P-K3 64 P-K2 65 P-K3 66 P-K2 67 P-K3 68 P-K2 69 P-K3 70 P-K2 71 P-K3 72 P-K2 73 P-K3 74 P-K2 75 P-K3 76 P-K2 77 P-K3 78 P-K2 79 P-K3 80 P-K2 81 P-K3 82 P-K2 83 P-K3 84 P-K2 85 P-K3 86 P-K2 87 P-K3 88 P-K2 89 P-K3 90 P-K2 91 P-K3 92 P-K2 93 P-K3 94 P-K2 95 P-K3 96 P-K2 97 P-K3 98 P-K2 99 P-K3 100 P-K2

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Still at sixes and sevens

Continued from page 1

The independent schools educate 25 per cent of those taking A level. They produce 20 per cent of university entrants. They produce 40 per cent of those going to Oxford and Cambridge. They are now engaged in setting up their own system of inspection because the services of HMI are being withdrawn. And their ranks have been augmented by a substantial number of healthy, urban, ex-direct grant day schools. Yet the HMC is to be excluded from convocation.

One or two of the GCE boards have been heard in the past to muse about the possibility of declaring UDI if the 16-plus proposals were not to their liking. They are those boards with a large enough independent school clientele to be able to make such threats with some confidence.

Add to this Dr Tompkinson's statement last week. As well as

threatening to withdraw, he also said that the universities were very concerned about the standard of preparation of the people coming to them. Taken together, here are the circumstances which could lead to schism. The Schools Council would do the maintaining schools over the country no service if they were the cause of bringing the schism about.

As to the third party to the power struggle, the I.C.S., half their representatives had left the meeting last week long before the vote, leaving only Councillor Robinson of the Association of Metropolitan Authorities (attending his first governing council meeting), and Dr Michael Birchborough, the London chief inspector, to represent them.

This was unfortunate. The I.C.S. are the council's joint paymasters. They have appeared and argued strongly in the review body against a more dramatic increase of lay membership on the ground that they represent the lay voice. Silly then to leave one new boy and one adviser—who were elected by *anyone and really does not pass muster as a layman—to fight their corner.*

If they care so little, power in the council both during the review period and afterwards (if it is reconstituted along roughly the lines suggested), will depend on whether the DES or the unions prove most

effective in frightening or wooing those who sign on for OU courses have already had much more education than the ordinary three A level freshmen at conventional universities.

The agreement now reached between the OU and the Council for National Academic Awards marks an important step forward in extending this principle. It is reciprocal and wide-ranging. There are, of course, no work provisions for course requirements. If the agreement is fully applied it could well justify the superlative claims of the OU vice-chancellor for student affairs, Mrs Naomi Mackintosh: its effect could well extend throughout higher education.

The OU has already made bilateral credit treaties with five universities, but here, the going has been slow for two reasons. Each university is master in its own house and the Committee of Vice-Chancellors and Principals is reluctant to lead. And some universities have explicit residence requirements laid down by charter which rule out simple forms of accreditation. But there is every reason to argue that as a matter of public policy it ought to be possible to give recognition for work done on one course, even if circumstances or simply personal choice cause a

Living on credit

From its inception, one of the Open University's pioneering aims was to promote the interchangeability of educational institutions and examining bodies to accept the value of each other's courses and facilitate the transfer of students from one institution or examination ladder to another.

Among the first to benefit from this were the post-graduate teachers who enrolled with the OU and received a handsome (and perfectly proper) allowance of credit towards their OU degree for the teaching certificates they had already obtained. Similarly the OU allowed credit for a variety of other non-graduate qualifications; and this

was entirely logical because many of those who sign on for OU courses have already had much more education than the ordinary three A level freshmen at conventional universities.

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student to move to another, possibly after some interruption. It only make it easier for those who drop out to drop in again. It is essential if there is to be any general extension of recurrent education. Something like this is required if there is to be any sensible blending of the extremely diverse forms of traditional full-time, less rigid, possibilities of part-time and distance learning.

All of which makes next week's meeting at the DES to discuss the possibility of a National Credit Transfer Agency of particular significance. Mr Gordon Oakes should put his weight behind such a scheme and back it with the influence of the department. This is the kind of sensible development which pragmatism ought to make possible. The advantages of working something out are obvious: that neither academic nor institutional isolationism ought to prevent it. But it is also an area in which the British experience has been notoriously weak and where the convergence of institutions and their activities has been consistently placed behind that of the students or the public interest. A firm indication from the Government of where the public interest lies would now be

'All-in' deadline slips by

by Bob Doe

With two days to go to the deadline for submitting comprehensive reorganization plans, only a handful of local authorities have yet submitted their proposals. The DES received a reminder from the Education Secretary after dragging their feet. The deadline she set is July 17, next Sunday, but by the middle of this week only "three or four" had completed them, according to the Department of Education and Science, though several more are expected to get their submissions in at the last minute.

Lincolnshire, for example, was due to consider its plans finally at a county council meeting today and to report them straight away. The DES is also expecting a few authorities to ask for a few days grace to await formal council decisions.

But other authorities have written to Mrs Williams telling her that no final plans have yet been drawn up because the authority is still consulting parents, governors and teachers. With the summer holidays on the way, these consultations are likely to extend into the autumn in several places.

East Sussex, for instance, expects consultations to go on until September and no recommendation will be considered by the council before October. Bromley put up plans for public discussion this week and closed schools for an afternoon to enable teachers to consider them. But here, too, consultations are expected to continue until September.

Anti-caners put their case for swift abolition

by Mark Vaughan

A demand that the Government should abolish all corporal punishment in schools within 12 months of introducing a new law is made today by the Society of Teachers Opposed to Physical Punishment.

In response to the "mini-debate" on corporal punishment started recently by Mrs Shirley Williams, the Education Secretary, the society has sent her written evidence putting the case for abolition. Mrs Williams has asked for comments from about 40 organizations.

STOPP has told Mrs Williams that there are better relationships in schools where the cane is not used. It also draws attention to the embarrassment of Britain remaining the only European country to use the cane in schools.

"The timetable for this legislation to take effect will have to take account of the fears of a large body of teachers in secondary schools that abolition will lead to a lack of discipline and control," it says.

"These fears are unfounded and should not be allowed to delay the universal implementation of abolition by more than a few months. Their falseness is demonstrated in the wide variety of types and sizes of school in all sorts of areas, from grim inner city to rural, which have uniformly renounced the cane."

STOPP suggests a three-stage process which would allow perhaps three months for the change to take effect in primary, special and girls' schools, Boys' and mixed secondary schools might be given extra time, but the whole process, it says, should be completed within 12 months of a new law being passed.

STOPP claims that the Government has repeatedly been persuaded against introducing legislation by leading spokesmen for the teaching profession. The argument has been that while the practice of physical punishment was distasteful, and its use declining, the matter was best left to the professional judgment of the teachers.

"In fact, there is no evidence that the use of the cane is declining," it says.

The society says that no school should postpone getting rid of the cane until it can find suitable alternatives. Experience from those schools who operate without corporal punishment showed that far from requiring additional support or a greater range of other punishments, abolition led to an improvement in relationships and in the stability and discipline of the school.

STOPP has also given Mrs Williams what it describes as "unpleasant evidence" that pornography dealing in the details of school beatings is becoming a growth industry.



Oxfordshire staffing row: outside referee to set up new peace talks

by Stephen Cohen

An independent conciliator is to be appointed to try to solve the staffing dispute between teachers and the local authority in Oxfordshire. Informal talks will be held between the two sides if they agree on the choice of mediator.

Mr Gordon Cunningham, education officer of the Association of County Councils, said this week there were grounds for hoping that brought together in an informal way. "I have been in touch with an independent conciliator who would be available and acceptable to both sides of the disagreement. Talks could start next week," he said.

Leaders of the county council and the ACC met Mrs Shirley Williams, the Education Secretary, on Monday at Mrs Williams's invitation. The meeting did not rehearse the central issues but did give an impression of the way in which the school means duties and a refusal to teach classes of more than 30, 32 and 27 in secondary, primary and infant schools respectively when the new term starts.

The NUT executive, meeting at the weekend, decided to call on its members in selected schools throughout Oxfordshire to take protracted strike action in the autumn term. A half-day strike of all NUT members has also been fixed for the afternoon of Monday, September 5.

A further sanction will be introduced by the NUT, similar to that of the NAS. A "staffing ratio" is to be devised for each school which is simply the product of the number of children divided by the number of teachers (excluding the head) in September, 1976.

This "staffing ratio" is then multiplied by the number of teachers employed in the school in September to give an acceptable number of children for the school. Children registered in excess of this number will be excluded on a rota. "This will ensure that the workload of teachers cannot be greater," a union spokesman said this week.

The difficulty faced by the independent mediator in the informal talks he is expected to call was predicted last month. Under the terms of the national disputes procedure, both sides have to agree to return to the status quo. This would mean the unions calling off sanctions while the authority stops implementing any decisions relating to the dispute.

The problem is that the authority insists that the status quo refers to the position at the time sanctions were introduced, which was after the cuts in staffing had been agreed. The unions argue that the status quo goes back to February when the cuts were thought to be a way out of the impasse.

Training cuts a 'threat to women'

The money saved by running down teacher training should be used to provide further and higher education for women, the TUC will be told later this year.

The National Association of Teachers in Further and Higher Education has tabled a resolution for this year's TUC Congress which calls on the Government to use the money released from teacher education to provide more places in colleges and polytechnics, particularly for women.

The run-down in teacher education, the association believes, has endangered access to higher education for students generally and for women and girls in particular.

To save anyone else the trouble, may I say that this talk is subtitled 'The Secret Garden seen by the Secret Service'...

At this stage I would merely say that, by right and by obligation, the HMI does walk in the garden of the curriculum and passes comment upon it; but, contrary to the assertions of some critics, that is, of either the garden of the curriculum or of the inspectorate—he does not personally plan it or plant it, still less srew it with weeds.

After describing the overall role of the inspectorate, Mrs Brown goes on to discuss the curriculum. I should like to talk about the curriculum under three heads.

- What we know about it.
- How we judge it, in both senses, i.e. what influences our judgment, and what that judgment is.
- What we are trying to do about it?

Spies in the garden

largely a selection of fine-tuned academic subjects, with the traditional sharp competition for time between the sciences and languages or between both, and the aesthetic/technical/humanities group.

For the less able, and certainly for the least able, there are usually fewer subjects overall; less opportunity of a foreign language; more integrated studies... more "general" science or a life science... sometimes no science; more "practical" subjects, more basic skills, more personal development, more personal guidance, health education, community services and so on... not that these things are bad.

My point is simply the variation in curriculum by ability. The common ground for all pupils is often very narrow, covering religious education, physical education, mathematics and English; and the last two, as one would think proper, vary greatly in their interpretation according to the ability of the pupils.

You must remember that I am talking about the practice of the secondary curriculum and not its theory. Many schools offer the whole range of curriculum options... to all or the majority of their pupils; the variations arise from a combination of guidance, tradition and some conditioning before the point of choice.

How does the inspectorate judge the curriculum? I shall concentrate on secondary schools... But first a few words about primary schools. Most of the problems (and I say immediately that convergence of things we want to do) in primary schools are not strictly curricular; they are matters of effective learning, of continuity and progress, of teacher expectation.

But in secondary schools, imagination and the best professional side of the teacher will solve many of them. It is largely a matter of (more) schools emulating the best, particularly in language and mathematics; it means keeping a good balance between skills and content of the curriculum and making sure that the skills are properly part of the whole curriculum. It means extending the sense of the curriculum to the individual in an understanding of his own needs and interests.

Sheila Browne, senior chief HMI yesterday described the inspectorate's approach to the curriculum. This is an abridged version of her paper to the conference of local education authorities in Brighton.

Size, except in so far as larger size may bring advantages in physical resources, does not seem particularly significant to the primary curriculum. The pattern of variation by sex varies much as described in education survey 21—Curricular differences for boys and girls. Variation according to the ability of the pupil is much as we have known it for the past 15 years or so. Whether the organization of children normally have individual assignments of work for basic subjects and for art and craft.

In general, individualization affects rather the pace at which the ground is covered, or circles the ground rather than the content or elevation of the terrain.

The curriculum of the middle school is more difficult to describe, not least because of the range of institutions covered by the term and their relative "newness". In the 9-13 schools, the curriculum faces hazards and begins to partake of the secondary school "problem". The curriculum tends to separate out by year group or by whether the children are over or under 11. It feels obliged to try to match the traditional curriculum of the secondary school—often without the resources. It is increasingly aware of being in the middle of the educational transition. But it still essentially a common curriculum.

It is when one gets to the secondary stage proper, that current practice makes it virtually impossible to talk of the "curriculum". Curriculum practice is chaotic, and I consider whether vertically or horizontally. At the primary level, most of the aims of education have a pretty obvious first work related to knowledge and understanding of self and society, that is, history, geography and religious education; aesthetic subjects—art, craft, and music—already have a strong presence since they are part of the curriculum in the form of practical subjects rather than of movement drama.

Spies in the garden

line of thinking gives a much wider framework to the whole of the secondary curriculum than that in general use. We have had it very much in mind in the secondary survey where, alongside close examination of the curriculum, we have analysed carefully what schools do for what we have called the personal development of their pupils.

The same thinking is behind the work of the 16 curriculum, which comes in 21 varieties or so, in many more at CSE and O level. Eight pupils moving about the country to have a better chance of picking up their key studies without disruption in the same way they pick up their football or their chess, their piano or their pop?

Much of the inspectorate's routine work is concerned with the second work, but we would still consider it important in the long term to say about the nature of secondary education. This

Still at sixes and sevens

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Tory new guard fight to turn back tide

This weekend the Shadow Cabinet will meet the leaders of 40 to 50 Conservative-controlled local authorities. Next week one of those authorities, Cheshire, will meet to decide whether to call a halt to any more plans for its schools going comprehensive. Of the country's 81 secondary schools nearly one-half have already been converted.

How much will the Shadow Cabinet's meeting in Surrey affect next week's in Cheshire?

The question arises because of decisions taken at last week's meeting of Cheshire education committee. It was a special meeting to consider four resolutions.

These called for no further re-organization of the 43 schools due to become comprehensive in 1978 and 1979 till additional resources were available and a survey of what parents whose children would be affected thought about the plans.

The director of education was asked to report on what extra resources the already reorganized schools needed and—the one that made the county's teachers blink—to report on "the implications of discontinuing mixed-ability teaching in academic subjects in the second and later years of secondary education".

The education committee refused to pass the resolutions but an attempt will be made to carry them in the county council on Thursday next.

Before the education committee met, the NUT's county association wrote to every secondary school in the county and the ad hoc association of secondary heads was contacted.

Before the meeting took place Mr Ernest Birwistle, secretary of the teachers' panel of the joint con-

sultative committee, wrote to every one of the 43 members of the education committee telling them that teachers were opposed to any change of plan now.

The consternation would not have been so extreme if Cheshire had been one of those Labour authorities whose masters were routed in last May's elections and replaced by Tories with eager new brooms. The Conservative, certainly since as far back as 1965 when the first government circular on comprehensives appeared. And since 1970 it has slowly and carefully reorganized 38 schools.

This was pointed out in a paper submitted to the meeting by Mr John Tomlinson, director of education, in which he deplored any delay in plans to go comprehensive. "We have never proposed or tol-

Will Cheshire halt its switch to comprehensives? Bert Lodge reports

ated botched-up, half-baked schemes put through hurriedly", he wrote. Some of the naturally outspoken papers for an officer.

Some of the plans were agreed by the council as far back as seven years ago, he went on. Major building programmes were already in progress to enable boys and girls' grammar schools to become mixed comprehensives.

If plans were now held up, said Mr Tomlinson, a selective and a non-selective system would continue side by side in Crewe to parents' growing dissatisfaction. But, most spectacular of all the consequences, three brand new purpose-built comprehensive schools at Padgate, Brookvale and Holmes Chapel would have to be mothballed.

The county solicitor has warned

the council it is under a legal obligation to continue its plans but a battle in the courts with Mrs Williams does not dismay the Cheshire Tories.

So why does a county that appears to have been plodding along sensibly for seven years suddenly rear up and strike out on what appears a wildly erratic path?

Speculation varies about whether a sign of encouragement came down the line from Tory Central Office. Some people think the development can be traced back to last May.

In those elections the Conservatives gained another 27 seats. The newly elected were jubilant, a euphoria of "we're on our way back" was detectable, an urge to make a mark only natural. And, so education was concerned, they were fortified with announcements by the Shadow Minister for Educa-

tion, Mr Strrup, went to the local grammar school and are proud of it. But he can go no further. "Halting the spread of comprehensives for the time being was in my mandate, as it was in the majority of ours."

He is sceptical of the document prepared by the director of education. "It talks about the effect on teachers but nowhere does it mention parents or children."

Equally he doubts claims by teacher union representatives that the vast majority of Cheshire's teachers are in favour of comprehensives. But he rejects any suggestion that Cheshire would do anything not strictly within the law. "The Conservative Party is the party of law and order," he says.

Despite the belief that pressure for a stay of execution came from this year's newly-elected, the proposer and seconder of last Thursday's resolution were of an earlier vintage. Mr Ken Maynard, chairman of the education committee, and Mr Bryan Harris, Conservative leader, have been councillors for some years.

So what were they doing proposing the rejection of a policy they had previously supported?

Mr Maynard takes a pragmatic attitude, acknowledging that some of the county's comprehensive are doing a remarkably good job while others appear not to have had sufficient resources.

Mr Tomlinson readily acknowledges this: "Some of the schools were acquired from 'old Lancashire' and did not fit in with the county's financial situation has prevented us from topping them up."

The education committee has 43 members, including 11 co-opted. Three teacher representatives, three non-religious denominations, one university and four "people interested in education" make up the 11.

The teachers were in no doubt they would oppose the motion. The five Labour councillors out of the nine on the council could be expected to vote in favour. The Tory councillors were given a free vote. The day was saved or lost, according to one's political colours.

ing to one's political colours. One of the unexpected source—the Tory councillors.

One of the Tory councillors, Mr Withers, a Tory businessman from Holmes Chapel, where Cheshire starts edging towards the Tories. Withers is a teacher. His opinion of those behind the resolution is unequivocal.

"A frank view has broken between us and a few King Caning have decided to build a breakthrough of course."

They did, because of an amendment of Mr Withers. He simply noted that prepared for the 27 schools to be reorganized in 1978 was well advanced and the resources to give an assurance of the plan to replace the present governing council by three committees: a widely representative forum of about 50 called convocation; a professional committee dominated by teachers' unions; and a power, finance and priorities committee which local and central government would have a majority over teachers.

Local and central government would have eight members, each on a finance and priorities committee and the union 12.

At last week's council meeting Mr Withers and higher education members by such bodies as the GCE boards, said: "It is difficult to understand how the professional work of this council can continue to work efficiently if there is no representative of the GCE boards on the professional committee."

The independent committees have been cut out altogether from any representation on the council; the "sacrificial lambs par excellence", Mr B. H. Holbeche said for the Headmasters' Conference. Twenty five per cent of the A levels awarded were taught in independent schools. "I would have thought this kind of experience would have been welcome."

But Mr Tom Driver, general secretary of NATFHE, said the universities were blackmailing the Schools Council. He was confident that his association's voice would be heard on convocation even though it had no right of representation.

It is a revolution in that the universities have a point of view

Dons threaten Schools Council

University spokesman tells governing body that the proposed new structure is not acceptable

BOB DOE reports

would be virtually eliminated by these proposals. We could not accept them as they are. Unless these objections were met the universities might have to consider their future relationship with this council," he said.

Professor W. H. Wallace, speaking for the AIT, complained that higher education was being squeezed out and that the convocation was a talking shop and a sop to outside interests. He called it "an institutionalized great debate."

He warned that if universities were expected to accept new examinations proposed by the council they should not be excluded from its deliberations. Otherwise they might establish their own entrance qualifications. He wanted a university veto on the professional committee and Dr Edwin Kerr, chief officer of the Council for National Academic Awards, wanted to be represented in it, too, as of right.

Mr I. D. Beer, representing the GCE boards, said: "It is difficult to understand how the professional work of this council can continue to work efficiently if there is no representative of the GCE boards on the professional committee."

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It is a revolution in that the universities have a point of view

The CVCP did not like the new structure at all. The university voice

Labour joins Tories in sixth-form protest

Conservative and Labour leaders of Leeds education committee will meet Mrs Shirley Williams, the Education Secretary, on Monday to protest at her rejection of a sixth form for the Horsforth comprehensive school. Mrs Williams turned down the city's plan to add a sixth form to the school because, she said, it was not a wise use of resources.

Mr Patrick Crotty, chairman of the education committee, and Mrs Doreen Hamilton, Labour shadow leader, will try to change Mrs Williams' mind. Mr Crotty said last week that Mrs Williams' reason seemed to be an unwelcome sign that central government was intent on determining how local authority should allocate its resources.

Horsforth is one of only four schools in the city which do not

have a sixth form. Proposals for sixth forms for the other three have also been put to Mrs Williams and the city's research and planning officer, Mr David Wadsworth, is not optimistic about their chances of success.

About 50 pupils are expected to enter the sixth form in September to follow traditional academic courses. Another 15 are likely to want to stay on to repeat exams. The total of 65 is way below the Department of Education and Science's unofficial guideline of 140 for an economic sixth form, but projections for Horsforth school show that about 130 would be in the sixth form by the early 1980s.

If the delegation to Mrs Williams fails to change her mind, the pupils will be transferred to neighbouring schools. It would cost Leeds about £35,000 to provide portable classrooms for a sixth form on the Horsforth site.

New body needed to sort out policy on overseas students

A central body to sort out Britain's policy on overseas students was called for this week by Lord Gladwyn, chairman of the United Kingdom Council for Overseas Student Affairs.

A high-powered academic figure should preside over a new committee which could look at the whole area of overseas students, he said at the council's annual meeting in London. The increase in fees for overseas students which will come into effect in September would mean that many students would not be able to complete their courses unless they received aid, he said.

But it is becoming clearer and clearer that what is really needed

is new machinery for formulating policy on the whole problem presented by the temporary presence of an increasing number of young foreigners in our midst.

The Government would naturally have to take the final decisions, he said. But an outside body would naturally consider such questions as the best method of limiting the number of overseas students—if this was thought a desirable objective; the level of fees in the light of what the students brought into and took out of the country; student distribution, the so-called relevance of the courses they pursue; the desirability or otherwise of increasing the number of scholarships; qualifications for entry; facilities for practical training in industry; and the issue of after care or follow up.

Intensive study visits to France and Germany

If you are involved with school administration, modern language teaching or links and exchanges, you are likely to gain considerable benefit and interest from the Central Bureau's scheme for Intensive Study Visits to France and Germany. This scheme offers heads of schools and colleges, heads of departments, teachers with responsibility for links and exchanges and modern language advisers a subsidised visit of one, two or four weeks. Return rail/sea fares are paid and a grant of £44 a week for both France and Germany is made towards subsistence. (LEAs or sponsoring establishments have been recommended to 'top up' this grant where appropriate.)

The scheme has the following aims and advantages:

- (i) It provides an opportunity for a detailed look at an equivalent establishment or district and for an objective assessment of how the teaching of modern languages is organised and administered in a different environment.
- (ii) It strengthens the links which have already been established between France and Germany and the UK at departmental, institutional and LEA level.
- (iii) It helps to explore and evaluate the advantages of teacher exchanges and 'long-term' effects which these may have on individual teaching attitudes and methods.
- (iv) It encourages reciprocal visits and provides information and comment, possibly through meetings of returned visitors, about the further development of exchange schemes with other European countries.

Application forms can be obtained from the Central Bureau for Educational Visits and Exchanges, 43 Dorset Street, London, W1J 3FN, or 3 Brimsfield Crescent, Edinburgh EH10 4HD. Closing dates: for autumn term 1977 visits—31st August, 1977; for spring term 1978 visits—31st October, 1977.

PERSONAL COLUMN

There is an urgent need for a national policy on boarding education. The present situation places children in need of boarding at the mercy of local authorities for whom cutting boarding places is one of the easiest economies. The parents concerned—usually single parents—are not an effective pressure group and, if there is one thing inflation has taught us, it is that Government is on the side of the big battalions.

I want to put the case for a national policy. The evidence that I have assembled is as accurate as I can find. If some of my figures are wrong, I believe the error is small and does not invalidate the argument.

There are two preliminary points that should be made. First, I am not concerned here with parents who choose to send their children to independent boarding schools. I am concerned with children whose need for boarding can only be met with the help of public funds.

Second, I urge the reader to put from his mind those myths and prejudices that the word "boarding" usually calls forth. If the question of boarding is raised in any other country it is discussed on its merits. In Britain it is difficult to disentangle the idea of boarding from the complex web of emotions that surround the public schools. This difficulty has, I suspect, been a major factor in inhibiting the political parties from proposing a national boarding policy.

With regard to boarding, the broad terms they are the boys who "live" whose fathers or mothers are dead, absent or unable to look after them, and whose families include children whose careers involve frequent movement either in this country or overseas.

How many such children are there? I have misanderstood the evidence, this question cannot be answered with any precision. In 1966 Royston Lambert put the number of children whose parents were effectively disrupted by death at 45,000. While the evidence is more sensitive criteria would produce a much higher figure.

We may approach this problem from another standpoint. In 1973 it was estimated that there were 650,000 "boarded" children, an increase of 30 per cent on the 1966

figures. Many of these parents do not need boarding for their families but if only 10 per cent do (and this is a conservative estimate) then the number of children involved is at least 65,000. And this, remember, takes no account of children who need boarding for other reasons such as parental mobility.

That, however, Impressively stated the need. The Boarding Schools Association, after careful inquiries, estimates that in 1977 the total local authority provision for boarding was 9,118 places. This represents a decrease of 1,361 since 1966, that is over a period when the secondary school population and the identifiable boarding need were rising. The majority of local authorities reduced their commitment to boarding in the period for two principal reasons: the secondary reorganization and the need to make economies.

I do not myself think that any blame attaches to local authorities for this sad failure to meet the needs of children and families who fall into one of the most obvious and widely accepted categories of disadvantage. Local authorities are after all told to reorganize and economize. They have no lead from central government. Even Surrey, whose decision to close Ottershaw School in 1975, is regarded by many as a national scandal, can not unreasonably shift the responsibility for this decision on the centre.

Why, then, has central government failed to give a lead? There are a number of reasons. One reflects a curious British hypocrisy about local democracy: if a Government is opposed to a conservative estimate of the case of secondary reorganization it leads from centre; if it does not care enough (as in the case of boarding) it is "This is a matter for local authorities."

Another reason—I have already indicated—is that the public school overtones of boarding are still so strong. There is also the practical objection that the state cannot hope to meet all the cases of boarding need and that, inevitably, some using places in independent schools as a matter of political principle; better a child should suffer than that or she should be contaminated by exposure to a privilege. Or perhaps it is just the local councillors who wish to avoid contamination.

The irony is that refusing to be associated, however remotely, with what is regarded as an undesirable advantage they are turning their backs on an opportunity to help those who suffer from undesired disadvantage. There will be a further irony if independent schools increasingly provide boarding for boys from overseas whose needs (if they exist) are not our concern, while children of this country whose needs are acknowledged are sacrificed on the altar of political obstinacy.

A national policy for boarding would not be difficult to frame. The alter of political obstinacy and financing and allocation of boarding places should be the responsibility of a central boarding unit which would define need and ensure that priority would be given to the most deserving cases. The policy must be based firmly on the maintained sector.

Maintained boarding, such as that threatened with closure at Ottershaw, should become national schools. Only when it is clear that a school can no longer be maintained should boarding places be sold to independent schools. It is not to be helped. But then there should be no sociological or doctrinaire objection. The sociological objection, like Lambert's, is pressed by people who are not yet 30 years old. As for the doctrinaire objection, it is tiring the educational needs of children, the needs of adults over the political dogma of adults. Perhaps for once in education we should be seen to put the children first.

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Meat and two veg hot favourite

by Mark Vaughan

The confusion faced by education authorities waiting to hear whether the Government is to scrap the 10p increase in school meals was demonstrated this week by Essex county council, one of the country's largest I.e.s.s.

All authorities were told by the Government to budget for the increase from 15p to 25p from this September. Now it seems that as part of its deal with the TUC to secure an agreement on further pay restraint, the Government is expected to postpone the increase.

Essex council expects the number of meals it serves to go down from 31.6 million to 27 million a year and has already reduced its staffing and some of its kitchens accordingly. Mr Dos Powell, county catering adviser, said this week: "We really have been caught by this one. The Government certainly seems to be playing politics with us and we do not know where we stand."

"As well as the financial implications, if the price is kept the same there may not be the expected drop off and those plans will have to be rethought." Mr Powell said that instead of a fall in demand for meals, the 15p school dinner would become such a good buy that there could be as much as a 30 per cent increase in the numbers eating meals.

Essex council will have to find ways of recouping the £1.7m it would have received through the 10p increase if the Government decides to hold the exist-



Ugh! Charlotte Mellerio finds her snack hard going.

ing price. However, Mr Alan Twelves, the county treasurer, said that cuts of £1.7m would not necessarily be made in the education service alone if I.e.s.s. were given no compensation by the Government for the volte face.

On Monday the county council showed journalists a new range of low priced snack meals it is offering some pupils in anticipation of the price rise. The plan is to give cheap snacks like soup and a roll for 10p, cheese and pickle sandwich for 15p and a beefburger and bap for 25p. With the school dinner at 25p it was thought these would be attractive prices for parents not wishing to spend as much as £1.25 a week on meals for one child.

However, it was made clear at Monday's school meals open day that the regular 15p school dinner consisting of meat and three vegetables, a sweet and a cup of coffee was by far the better bargain, both in money and calories. Should the Government freeze the price rise, then Essex, like the increasing number of I.e.s.s. introducing snack-meals, will have to do some rapid

rethinking. Monday's demonstration turned slightly sour on the county council since very few children chose the snacks. And when two pupils were picked by the school to demonstrate the choice of the old and the new, 12-year-old Charlotte Mellerio, who had paid 35p for her snack, failed to finish it. She said she would have much preferred a normal school dinner.

Her class mate, Christopher Heap, who munched happily into his meat and three veg, said: "No, I would never have a snack meal. You don't get value for money. If my dinner went up to 25p I would still have it."

As officials hunted somewhat desperately this week for ways of satisfying the TUC without penalising the 40 million students who may be considered to allow the price rise but to substantially raise the threshold for free meals so that an extra half million children would become eligible. This would still cost the local authorities money but not as much as holding back the price rise altogether.

Now CNA A joins the credit-swopping circle

The Open University and the Council for National Academic Awards announced a scheme this week which will allow students to switch their degree courses from one institution to another.

Students who are taking CNA A approved courses at polytechnics, colleges of higher education and other institutions can complete their studies with the Open University. Similarly, Open University students will be eligible to attend colleges which offer CNA A courses. The scheme embraces part-time and full-time students and means that many will be given for work already done.

The agreement is similar to the transfer arrangements already set up between the Open University and five other universities. Sir Walter Perry, vice-chancellor of the Open University, said this week: "We have a number of students who may find it possible to undertake full-time education for one year or more, and who stand to benefit from the expansion of course options this makes possible. In particular, some may wish to specialise in areas we cannot offer, and this will give them a new opportunity."

Dr Edwin Kerr, chief officer of the CNA A, said: "Some students taking CNA A-validated courses find that, owing to financial or other personal circumstances, they are no longer in a position to continue with full-time higher education. This agreement will give them a chance to continue their work on a part-time basis with the Open University."

Under the agreement, Open University students applying for a place on a degree or Diploma of

Higher Education course approved by the CNA A may be entered from the first year of study. It will allow students to switch their degree courses from one institution to another.

CNA A students wishing to transfer to the Open University may be awarded two credits for each year of successfully completed full-time study up to a maximum of six credits. Six credits are needed to complete an Open University degree; eight for honours.

There are 55,000 students enrolled on Open University undergraduate courses and more than 100,000 studying for CNA A awards. The potential of the agreement is considerable, but neither side can estimate how many students will want to switch courses.

Mrs Naomi McIntosh, Open University vice-chancellor, said the scheme was one of the most significant changes to affect higher education to switch courses.

Dr Ray Rickett, director of Middlesex Polytechnic, said the Committee of Polytechnic Directors was very enthusiastic about the scheme and would give it full support.

Both organizations also plan to set up a national transfer agency which will help students to move from any institution in the country. There is some difficulty at the moment, however, since some university charters specifically exclude such arrangements. A meeting has been scheduled at the Department of Education and Science last month to discuss the proposal.

Stephen Cole

Genesis stories led to rumpus



David Watson: complaints.

refusal of a religious education teacher to allow anything other than a strictly literal interpretation of the Genesis stories in Creation class-room discipline, an industrial tribunal was told last week.

The tribunal was hearing an appeal against dismissal by Mr David Watson, former head of the religious education department at Mansworth School, Hertfordshire. He was dismissed, according to the county council, for refusing to give an assurance that his teaching would be in line with the syllabus's agreed religious education syllabus.

Answering questions at the tribunal, Mr Hugh Forsyth, the manager, said that he did not know that Mr Watson was particularly insistent on the literal truths that all pupils held in common. It was emphasis on his own beliefs, he said, which led to his dismissal.

Forsyth also claimed that Watson attempted to suppress the possibility of their not being miracles at all—but parables.

Representing the county council, Mr Robert Turner denied that Mr Watson had been dismissed because of his religious persuasions. On his appointment it was known at the school that he held a particular interpretation of the Bible which he described as "conservative evangelism".

It soon became clear, Mr Turner claimed, that his teaching was causing confusion, distress and resent-

ment among his pupils. Efforts by the headmaster and senior members of staff to change his approach were unsuccessful. There were complaints from parents and pupils.

Matters came to a head in June, 1976, when he told the headmaster that he intended to teach all the 12 and 13-year-olds the book of Genesis, and made it clear that he intended to discredit the theory of evolution. The head and governors tried to discourage him without success. After he refused to give an assurance that his teaching would conform to the syllabus, he was suspended and eventually dismissed.

Mr Watson told the tribunal he had been head of Religious Education at a school in Slough and had taught English in Rickmansworth previously. At the interview at Hertfordshire comprehensive he had said he was a conservative evangelist.

"I felt what Mr Forsyth (the headmaster) wanted me to do was to cut out the teaching of the conservative point of view and restrict my teaching only to the liberal critical view." I do not claim that my handling of their reactions (the students) was the wisest it might have been but I would say that the presentation of this sort of material was exactly in accord with the syllabus.

The hearing was adjourned until later this month.

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Fare rises 'appalling'

British Rail's decision to withdraw concessionary fares from schoolchildren over 14 from September aroused strong protests this week. The move, which will double the price of season tickets, was first announced last December.

A spokesman for the Child Poverty Action Group said this week that they were horrified. Everybody would be affected because although local authorities had to foot the bill, they would also have less to spend on school transport generally. The National Association of Rail Passengers said it was "appalled" by the withdrawal of concessionary school fares. "It is a blatant fare increase and runs completely counter to British Rail's state-

ment that fares will not be increased again this year. We shall be protesting in the strongest possible terms to the Minister of Transport and to the chairman of British Rail.

"It is about time that concessionary fares for schoolchildren took into account the minimum school leaving age. We shall press for concessionary fares to be granted up to the age of 16."

British Rail said the concession had been withdrawn to improve finances. The extra income will work out at an overall £1m a year. But £90,000 of the burden will fall on the rates. Journeys of more than three miles are paid for by an education authority if it is also pay-

ing for the education.

Too much TV on seamy side

Television news, cops and robbers and situation comedy programmes were attacked this week by the National Association of Schoolmasters-Union of Women Teachers. Many programmes were immoral, the union declared in its comments on the Annan report on the future of broadcasting.

Mr Fred Smithies, assistant general secretary of the 90,000 strong union, said programmes such as *The Sweeney* and *The Many Wives of Patrick* were harmful. The tough police series, *The Sweeney*, was one of the worst examples, Mr Smithies said, but he admitted that

he watched it. "I find something repugnantly attractive about it."

The union's comments on the Annan report were drawn up by a team of four who said: "It is our opinion that many programmes cannot be an influence for good, many are probably harmful, and some must be harmful. It must be a source of concern that programmes are broadcast which are either immoral in their outlook or confirm immoral attitudes."

The Many Wives of Patrick is a light-hearted look at a man who has been married and divorced six times.

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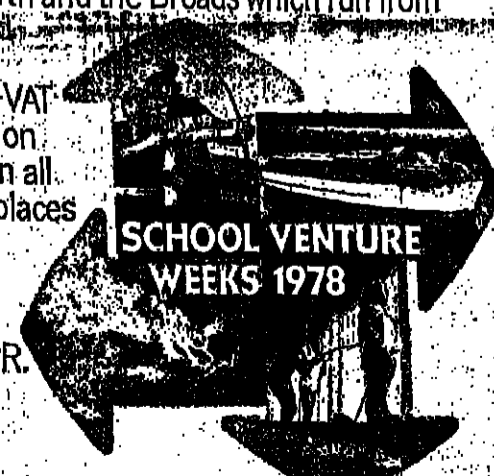
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Heads urge Prime Minister: 'Don't give way on pay'

Headteachers appealed to the Prime Minister this week not to give in to "random demands" for pay increases from the next few years.

Mr Bob Cook, NAHT general secretary, told Mr Callaghan that the demands had all but been rejected. This was curbing hopes of obtaining higher qualifications with increased responsibilities.

He urged the Prime Minister to restrict consultations about pay policy to the TUC and CBI, it was important that there should be a national consultative body sending their wider interests to the government.

Mr Frank Miles, president of the association, said this week: "The people now calling so eagerly for restraint would be disastrous to the nation's economy, the letter said."

While agreeing that restraint was necessary, the heads want a positive move to be made towards restoring

differentials. Middle management the £5,000 to £12,000-a-year pay had suffered more than most in the past few years, the letter said.

Mr Peter Newsam, the authority's education officer who visited the school recently, said it was a useful work. He felt that the children were doing better at school than they had elsewhere.

In a report to the schools committee he also referred to the dedication and skill of the school's founders, and to the excellent relationship between adult and child that is evident throughout.

The school's full-time workers, who work as a cooperative, shared cooking, cleaning and administrative as well as teaching, with a head teacher, have decided to set up a school of 50 children with limited funds.

The school has survived on grants from foundations, which have come to an end this year, and on an annual grant from Islington council for pre-school and community activities. Shortage of funds forced the workers to take a 20 per cent wage cut.

The survival of the school now rests with the controlling Labour

New deal urged for retarded

by Diane Spencer

Services for the mentally handicapped should be more accountable to parents, their families and the general public, a leading authority said last week.

Professor Peter Mitrler, director of the Hester Adrian research unit at Manchester University, said the annual congress of the Association of Professors for the Mentally Handicapped in York that this issue would become more important over the next few years.

The retarded should have the same rights of appeal against discrimination as other minorities, he said. Families should be encouraged to ensure their children have access to all resource agencies; no one should be deterred from health, education and other services on the grounds of mental handicap alone.

Professor Mitrler revealed that the National Development Group would be publishing a "major pamphlet" in the future of the day services for the retarded later this month.

He said the group suggests that Adult Training Centres should be renamed Social Education Centres and those leading them be called students instead of trainees.

The MDC sees these centres not as sheltered havens of occupation but as key resource centres for the mentally handicapped in the community. Staff and students should use them as a base from which they can move freely in the community, perhaps attending other education colleges, employment rehabilitation centres or local schools.

The association, which has about 100 members from all professions, is planning for the mentally handicapped to be included in all professional bodies.

Award winners

Book of the Year: *For Farukh* by Farukh. *The Turbulent Term of the Turbulent Term* by Gene Kemp; and *Hospitalworker*, by Robert Golden, have been declared winners of The Award—an alternative award of literary merit. A commendation was made to *Patrick* for his entire work. The award, which was set up by Children's Rights Workshop, is one of the children's literature awards conceived as a way of countering what they see as the narrow literary and critical criteria dominating the award for children's establishments.

Philips Audio-Typing Competition for students 1977

- Winner of National Final £700: Miss Susan Harris of Huntingdon Technical College which receives Philips equipment to the retail value of £150 and holds the Philips Trophy for one year.
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- Regional Winners (£50 each): Scot. J. Grant, Inverness Technical College; N.W. E. Clarkson, Wigan College of Technology; N.E. E. Thompson, Kirby College of Further Education, Middlesbrough; S.W. K. Brown, Poole Technical College, Dorset; W. Mid. T. Hayward, Foley College of Further Education, Stourbridge; E. Mid. V. Carter, S.E. Derbyshire College of Further Education; N.H.C. S. Harris, Huntingdon Technical College; Lon. M. Stack, Kilburn Polytechnic; S.H.C. A. Edmonds, Highlands College, Jersey.
- Regional Runners-up (£20 each): Scot. M. Brown, Esk Valley College, Dalkeith; N.W. L. Thomas, Millbank College of Commerce, Liverpool; N.E. A. Warhurst, Harrogate College of Further Education; S.W. F. Dunne, North Devon College; W. Mid. B. Bingham, Walsell College of Technology; E. Mid. R. Smith, Chesterfield College of Technology; N.H.C. B. Farley, East Herts College; Lon. D. Feaney, Kingsway-Princeson College; S.H.C. J. Mason, Eastleigh Technical College.



- Qualified for final by marks (£20 each): K. Eglington, Napier College of Commerce & Technology; M. Abrahams, Drington College of Further Education; V. Marsh, Kirby College of Technology; M. Durran, Ipswich Civic College.
- School Entrants Merit Awards: (£100) D. Allen, Forest School for Girls, Hortham; (£75) J. Billingham, Fort Pitt School for Girls, Chatham; (£50) S. McKee, Dunoon Grammar School, Scotland; (£25) B. Christie, Kirkton High School, Dundee; (£25) C. Golding, Maidstone School for Girls.



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SCHOOL

Council of Europe Education Ministers have been discussing the links between schools and the community. Paul Moorman, Foreign Editor, reports from Strasbourg.

Learning to live with school

Education Ministers of the Council of Europe countries met here last month in futuristic and idealistic mood. The theme of their conference, staged in the council's new £25m headquarters, was "school and the community". Philosophical issues on the grand scale were the order of the day.

Schools, it was agreed, were going through a crisis of identity. But this did not mean that they were dead as institutions. What was dead, or rather, dying, was the idea of schools as neutral, free places dispensing eternal verities.

Instead, it had to be accepted that schools should be part of, and not apart from, the world at large. In the words of the Austrian Minister, Dr Fred Sinowatz: "We went to the ghetto one of the ghettos of our teaching about society, traffic, pollution, communications, unemployment and so on."

One key aid to de-ghettoization identified by almost all the delegates, including Mrs Shirley Williams, was parental participation. Mrs Williams, avoiding better than most the temptation of building castles in the air, pointed to the existing involvements of parents in British schools and called simply for them to have more say in decisions affecting the day-to-day running of schools.

But this, according to Dr P. Vanbergen, director general of curriculum organization at the Belgian Ministry of Education and author of the conference's keynote report, involved much more than a decision on the part of governments to give freer rein to parents. The problem was teaching parents to want to participate.

One reason for the hesitancy—particularly among working-class parents—was that they could see no concrete benefits in schools for their children.

More fundamental, however, was that we lived in a society of alienation. Ordinary citizens were not generally required or allowed to take decisions affecting their own lives. It was unrealistic to expect them to learn the habit in the case of schools.

Other Ministers pointed to more positive aspects. Sweden and West Germany were cited as examples of countries affecting socialization and co-determination in industry.

In the former, schools were more closely integrated with society than perhaps in any other West European country.

In Germany, traditional German attitudes to authority were slowing the process of democratization; but there, too, participation in decision-making in society was seen as an essential prerequisite to change in the government of schools.

In Italy, also, despite a rigidly centralized system, it had been possible to establish two years ago school councils, containing both pupils and parents, to take day-to-day decisions. This was because of the examples set by the trade unions in industry.

Centralization, or the need for decentralization, was another area of broad agreement. Authority should be delegated to local authorities, individual schools and even to classrooms themselves.



Old and young sharing woodwork class.

The dangers were recognized; in particular, as with Britain's grammar and comprehensive schools, different localities might be pulling in different directions. The task of central government, therefore, should be to lay down broad guidelines and play a monitoring role to see that decisions taken were within these boundaries.

Active intervention should normally only take place to make sure that poorer areas did not suffer from lack of finance. Governments should use "positive discrimination" in such cases. The maintenance of standards should be the other key area of responsibility of a central Ministry of Education.

There was less willingness to stand up and be counted on the thorny issue of how children should be taught. The consensus was that they were about to join; and what they should be taught.

Most uncompromising, however, was Dr Jos van Kamenade, the controversial Socialist Dutch Education Minister. His view: "The world situation is not God-given, but the result of choices made by people in the past. History teaching should be used as an instrument for understanding society."

The essence of democracy was to give children the information necessary to make choices about society. It was not to give them that information; you are indoctrinating them. Anybody can learn dates and scientific data; but which dates and which data are what is crucial."

And Sweden's new Education Minister, Mr Erik Wikström, said: "Pupils must be taught about politics and different political ideas in the same way as they are taught about different religions."

"Otherwise they will go out into modern society as cripples."

What about communism, a powerful factor in some Council of Europe countries? Here again Mr Wikström provided the consensus: "Schools should not be neutral as to the worth of parliamentary democracy. Participation, responsibility and respect for others' views are what we mean by democracy. These are the values that should be taught."

How to make sure that teachers

taught "objectively" the facts of life greatly exercised delegates.

One solution was that schools should tell their pupils their own preferences and then let them go where they wished. But most delegates thought good will and an approach the most realistic.

In more concrete vein, the conference discussed the need for schools to give more job-related training (though it ran up against the problem that employment might not be jobs as such) and the need to develop adult education and post-secondary education in the words of Mrs Williams, development of schools as "community colleges" where the community could take part in leisure and social activities. Change came money, a consensus that the vast majority of teachers at Strasbourg, with its slinking budgets and ever-increasing demands, do not have. The conference, exceptionally, did not pass a resolution on the community theme. It consisted of a "statement" that issues raised deserved "participation" by member governments.

The mood was best summed up by the Vanbergen report: "The aims of education are... individuality, creativity, responsibility, freedom, socialization, self-reliance, effectiveness."

"These are just words, no doubt. Probably do not mean the things to everybody. But they are promising words which may, in combination, enable the school to recover its internal balance and position in the community, and open new avenues where men and women will find greater opportunities for the practical exercise of freedom."

Meanwhile, the conference also noted a document calling for a better deal for migrant workers and a report on the educational problems of migrant workers in the EEC, OECD, Unesco, the Nordic Council and the Council of Europe.

The next Council of Europe Education Ministers' conference will be held in 1979 in the Hague. The topic will be: "The education of girls and women."

British staff hope for better deal

from Dalbert Hallenstein

Thousands of British teachers now working in private language schools throughout Italy may find that their often precarious working conditions and low salaries will be radically improved within the next two years.

The Italian confederated teachers' unions (CGIL/CISL/UIL) have begun a battle to achieve a national collective contract for all teachers working in private schools by 1979. Conditions at present for non-state employed teachers are confused and vary from category to category. Teachers in church-run private schools work under different conditions, and for different salaries, from teachers in lay schools. Existing national contracts also vary from union to union, and in the confusion, employers often choose the contract which offers the poorest conditions and salaries.

For teachers in private language schools no national contract yet exists and modern language teachers are often classified for contractual purposes as clerks, shop assistants or even as seasonal farm workers—in order to escape paying teachers over the long summer break.

With the proposed CGIL/CISL/UIL national teachers' contract these anomalies should be eliminated as all private school language teachers will be considered part of one general category of independent school-teachers.

Meanwhile, life is difficult for mother-tongue teachers of English in Italy. At present there is a boom in demand for English language teaching in Italy. This is largely the result of a progressive fall in standards in most of Italy's university language faculties, which inevitably reflects itself in poor teaching standards in the state schools.

Hundreds of private schools have therefore sprung up to fill the vacuum, but they are often little better than their state competitors. Motivated by the prospect of large profits, many schools cut back drastically on teaching aids, methods and salaries, so that often

their only real advantage over the state system is the presence of underpaid and overworked mother-tongue teachers.

In private schools which teach English, an increasing number of the teachers are young British graduates who have had difficulty in finding work at home. Offered the chance of a job in Italy, they often grab the opportunity without realizing that the cost of living in Italy is far too high to survive on the salaries offered.

And being new to Italy, they are not aware that the country's industrial laws guarantee them such basic rights as health insurance, pension, wage indexing, paid holidays and superannuation.

Many school owners exploit the ignorance of their first-year teachers and economize by not paying the heavy state contributions which guarantee their staff's health insurance and pension scheme. Before the present economic crisis many school owners encouraged an annual turnover of new teachers in order to rid themselves of more senior teachers who were becoming aware of their rights.

But recently, due to the difficult employment situation in Britain, a growing number of British language teachers have decided to stay and try to make a teaching career in Italy. The presence of this growing body of career mother-tongue teachers explains the numerous strikes and law cases which have tormented dozens of private language schools throughout Italy over the past five years.

The industrial courts have ordered many schools to pay teachers large sums in back payments because of their refusal to offer the basic pay conditions guaranteed by law. And the state insurance company has imposed heavy fines on some schools which were not paying their teachers' obligatory insurance and pension contributions.

Many teaching staffs have forced schools to grant them decent work conditions and conditions by striking and other industrial action. The staff of the British School of Vicenza, for example, after a long period of fruitless negotiations and strikes, is now occupying the school to try to persuade its owner to grant them improved work contracts for next year.

West Germany

Court ruling may strengthen college attitudes to violence

by David Dungworth

The recent disturbances at the University of Hamburg (ZBS, June 31) had legal repercussions which are likely to influence the way in which university authorities react to violent demonstrations by students in the future.

When a lecture boycott called for by a minority of Hamburg's students proved largely ineffective, university groups physically prevented other students from entering lecture blocks and broke up an attempt to prevent the implementation of escalating riot further, the university's president, Herr Peter Fischer-Appelt, ordered the closure of all faculties except medicine at the beginning of the second week of the strike.

A student in the faculty of law applied to the city-state's administrative Court for an injunction compelling the university to ensure that he was able to continue his studies. Although judgment was not given until after the situation on the campus had returned to normal, the court found in favour of the students and ordered the university for failing to take appropriate action against the militants.

The judges ruled that since the Basic Law guarantees every West German citizen a free choice of place of study, a person who has gained admission to a university has the right to attend the lectures

and seminars which form part of his course.

No one is entitled to prevent any student from exercising this right even if a decision to boycott lectures has been taken by a majority of students and according to the rules of the institution concerned.

Anyone who does so is guilty of an offence against university regulations and may also be committing a criminal act. Such people are not only depriving other individuals of their constitutional rights, but are also preventing the university—an institution financed by public money—from carrying out its proper functions of teaching and research.

In these circumstances, the university is not free to decide whether to take action against disruptive elements or not. It has a clear duty to deal with the latter in such way as to protect the rights of all its members. Only when there is a likelihood that intervention by the authorities will lead to even worse disturbances are they justified in remaining passive. This was certainly not the case in Hamburg, the judges maintained. As the vast majority of students and staff were prepared to continue their normal activities, the university should have used its disciplinary powers against the troublemakers instead of accepting the disruptions and hoping that they would eventually peter out of their own accord."

South Africa

Government holds out pay row carrot

from Martin Feinslein

CAPE TOWN

Hopes for a settlement in the wage dispute between teachers and the Government (ZBS, July 6) have risen through the announcement by the Minister of National Education, Ples Koorhof, that a round-table conference between the Government and teaching associations will be held "as soon as possible".

But the Government still insists that salary increases will not be granted until the country's economic position improves—precisely the delay in the promised dispensation "that sparked off dispute two months ago."

Greece

Jobless teachers set up union

ATHENS

A Union of Unemployed Secondary Schoolteachers has been set up in Athens to press the Government to make room for its 12,500 members in the country's new educational system.

A union spokesman said that the recent decision of the Ministry of Education to appoint 2,500 new teachers solved only part of the problem. Greek secondary education was still seriously understaffed. According to the Federation of Secondary Schoolteachers' technicians in state schools totalled 5,500 and were bound to increase following the introduction of compulsory schooling for nine years from this year.

The union claims that these vacancies are now being met provisionally by the lowering of

the teacher-pupil ratio, by curtailing class hours and by imposing overtime work on the existing staff. There are 16,000 teachers in Greek state secondary schools for a total of 500,000 pupils—but their unequal geographic distribution distorted the averages.

The union said that its members included 3,867 philologists, 2,220 teachers of mathematics, 825 theologians and 5,500 of other disciplines including 769 English language teachers.

Mr James Cheddler, director since 1974 of the Education and Women Resources Office of the US Agency for International Development, has been appointed director of the Greek-based International Bureau of Education, an arm of Unesco.

Sweden

Sex guidelines stress responsibility

from Mike Duckenfield

STOCKHOLM

Moves to report the Government to the European Commission on Human Rights for violating their right to determine their children's moral upbringing were started by a group of parents last year in anticipation of the USSU recommendations being adopted—despite the failure of a similar appeal in Denmark (TES, January 14).

The basic aim of sex education nonetheless remains the same as in 1956: teaching should combat prudery and secretiveness. Tuition should be co-educational and pupils always given honest answers to their questions regardless of their age.

Seeking a middle way in the debate on whether sex education should be value-oriented or purely objective, the new instructions say teachers should stick to the facts in dealing with topics where public opinion is divided, but otherwise impart common values.

Surveys have shown that virtually all 17-year-olds have had sexual intercourse. Also, while teenage births fell 19.4 per cent during the last five years, pregnancies rose 10 per cent and abortion 71 per cent. Currently, 12 in every 1,000 14-15 year-old and 46 in every 1,000 16-17 year-old girls become pregnant every year.

Topics for classroom discussion would include opposition to the "exploitation" aspects of pornography, the need to guard against the spread of venereal disease, non-discrimination against sexual minorities, fairness to one's sexual partner and, importantly, the right of all to enjoy a sex life—including the mentally and physically handicapped, the old, mentally sick and prison inmates.

All teaching materials are to be examined by the board before use. Anatomical illustrations of a scientific nature should be used, but those showing emotional or sexual relationships must not conflict with the aim of promoting fellowship. Role play films with scenes with sexual content will be allowed in upper secondary schools if it is a wish, but those showing sexual intercourse or stimulation have been banned from all schools.

The rules also say that parents—especially immigrants—should be told of the contents of sex education and photographic material should not be used against their or their children's wishes.

As tuition is integrated with other subjects, as many as 60,000 teachers, headmasters and school welfare staff are to undergo in-service training starting with a pilot course this summer.

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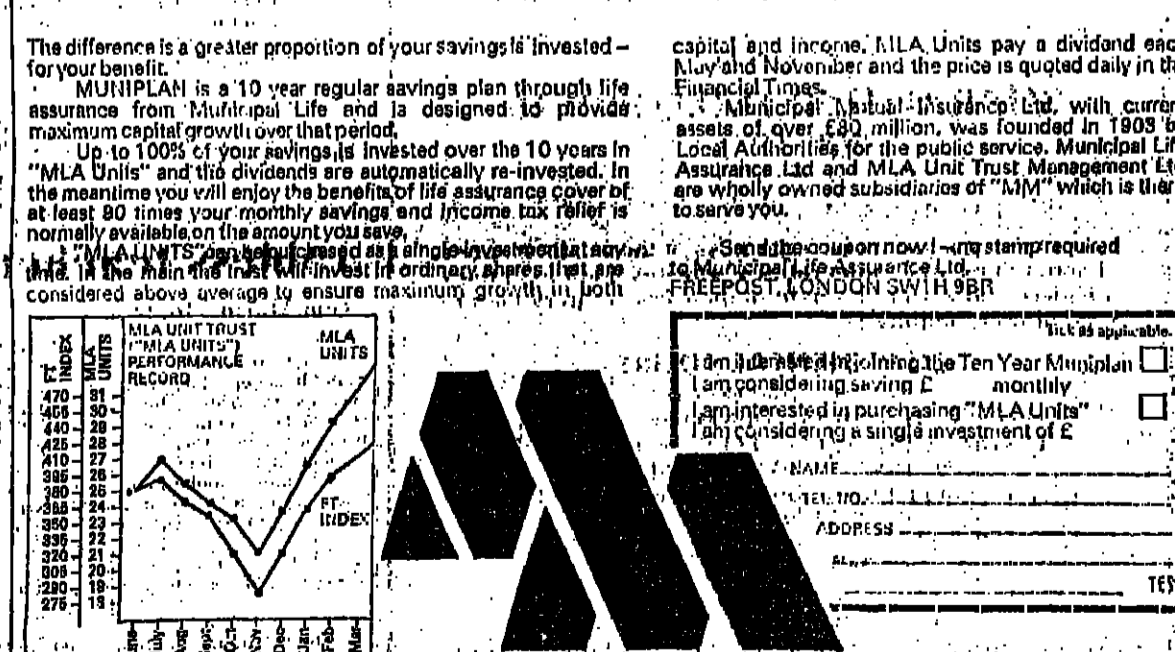
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Start with practice

Sir.—The central problem with teacher education is that the students are studying in a vacuum, created by an inadequate understanding of the schooling process. This problem could be alleviated by placing students in schools for the first year of their course, paying them at the unqualified teacher rate. They would work with teachers who wanted their assistance for team-teaching in the classroom.

At no time during this year would the student be deliberately exposed to managing a class by him or herself. The teacher would be responsible for carefully structuring the role to be played by the student, whose involvement in planning the lessons would become deeper as the year progressed. It might start by a completely passive assistance but surely never just sitting back and watching an experienced teacher teach.

The advantages of this year will be evident immediately to the students entering their first year in college. They will have acquired a firsthand knowledge of learning materials and resources and how they can be used. Through discussion with the teacher they will have had the opportunity to evaluate the methods and materials in use—a far cry from the contrived evaluations we hear to make in our teaching practice files.

They will also have observed children for a year at a stretch and had to cope with children with problems, without the pressure of preparing lessons and having to endure as the difficult alone, or at best with the small comfort of discussing them with tutors and teachers after the moment of crisis when it may be too late. They will also have kept notes on their experiences at school for examination purposes.

These four properties will enable the student to benefit a vastly greater amount from the college course in every aspect of that course, from learning materials to child psychology. I believe that if these students will develop a greater appreciation of the course than they normally do in three years. This means that the two or three years spent in college will be used in exploring educational theory and special studies in much greater depth.

The final element in the training would be a well tutored probationary year. Some of the advantages of this introductory year are that participants should know for certain at the end of it whether or not they feel committed to teaching; that teachers who co-

Trained for the dole queue?

Sir.—Many student teachers in their third year of training have completed their final teaching practice in the certain knowledge that they will be unable to obtain qualified status because they have no teaching jobs to go to in September.

It seems to me to be the height of dishonesty for the Government to renege on its commitment to them by making it impossible for them to secure professional status which requires the successful completion of one year of full-time teaching. A young doctor deprived of housemanship or an architect deprived of practical training is in the same position; their training is considered to be incomplete.

It is quite clear that without a



My first choice was law, my second was social work and this is my third.

Good vibrations from the BBC

Sir.—My former colleague, Tony Jay, reported in the TES (July 1), is at it again. He produces films and audio-visual aids and has been consistent over the years in his views, even if the Annual Committee did not apparently support him.

Of course there is room, given money for a variety of materials to suit the needs and interests of teachers and children in the classroom. These needs will vary from simple overhead transparencies to 16mm films, video cassettes and broadcast resources. As soon as any one of the existing providers ceases to produce what teachers value, then they will be out of business. Teachers can respond more effectively on this point than I can.

In taking his hatchet to educational broadcasting, does Tony Jay deny that 97 per cent of schools are equipped with radio, 94 per cent with television and that 97 per cent make use of school broadcasting and cooperate fully in providing these statistics?

From the point of view of the provider, I note with some interest that Annan said: "... the broadcast track record in producing educational programmes is too consistently successful to contemplate their release from their obligation to make educational programmes."

Most BBC and much of ITV school material is distributed on a national basis. Local radio is very active in education, particularly in the areas where teachers

Don't follow German ways

Sir.—I am disturbed to realize that there is an accelerated trend towards internally assessed examinations in Britain today via TEC, mode 3 GCE, and so on, and presumably starting at the time of CSE.

I regard this development as a retrograde step, and for the following reasons. Having taught for two years in German schools (both grammar and comprehensive), where this system of testing is universal, I can testify to some disastrously unwholesome effects that it has engendered:

The work of the schools is entirely centred round grubbing for marks. Very little time is given to actual learning in the sense of stimulating thought. Classroom activity is geared to inculcating factual material.

Cheating is universal, systematic, continuous, mutual, and brazen. The idea of fair play is non-existent among pupils and is not expected by the teachers.

An unwieldy edifice of checks and cross-checks (necessary for the moderation of results) will lead to the development of bureaucracy. In German schools almost no effort is put into checking on the teachers' work as into testing the pupils. The notion of professional integrity is one that German colleagues find puzzling.

I find the traditional English educational system to be fundamentally superior to the German system in its educational assumptions; at its best there is a relaxed ambience of learning which I never saw in German schools.

The insidious changes of the last 25 years could easily lead to the undermining of what we most value in our system.

From this distance it seems as if the wrong issues are being discussed (not uncommon in education) so that any changes will only have a small effect on the really important problems. Some of these problems, I would like to think, are: First, the council has never really understood the meaning of curriculum development. The main

Following its adult literacy programmes, the BBC is embarking on a series to encourage Asians to learn English. Jane Mace and Kate Harding pinpoint some pitfalls

In the wake of the adult literacy programmes *On The Move* and *Your Move*, the BBC is turning its attention to the language problems of Asians in this country. *Parosi* is a series of programmes intended to encourage Asians who speak little or no English to learn either at home or at a local class. The programmes will be screened weekly for six months, starting in October.

This month and next, the BBC and also Granada Television are making national appeals for volunteer language tutors to come forward and help out. Within weeks, local language organizers will be inundated with paperwork.

So the BBC Adult Literacy Campaign winds up, to give way to an onslaught on the problems of English as a second language. By March next year the government pump-priming grant administered by the Adult Literacy Resource Agency also winds up.

There are precious few places at this time where an assurance could be given to adult literacy students that they will receive a professional standard of teaching next year from their local adult literacy centre (whether in the form of classes or voluntary tuition). In all too many areas, such literacy tuition as exists is totally dependent on grant aid from the Adult Literacy Resource Agency. On these realities the BBC is silent.

The fact that BBC producers may have the sincerest of intentions in devising programmes of this kind in no way mitigates the appalling lack of evaluation on the work they have already generated, as indicated by their intention to reproduce the *On The Move* model in the *Parosi* series. For all their innocent motives, the BBC pictures of literacy provision have badly distorted reality, and in some respects damaged for some time to come the chances for basic adult education to be taken as a serious claim on public funds.

The responsibility for this must be shared by those of us consulted in the early stages; but the experience of living with the effects of this kind of publicity must not be ignored, when another sector of adult education is about to experience the same avalanche.

The BBC has distorted the real picture in two ways: by an insistent over-emphasis on the use and importance of volunteers in the teaching process; and by concentrating on the individual and personal aspects of the literacy "problem" itself, at the expense of an understanding of its social and political aspects.

Organizers of English as a second language teaching already have serious doubts about the wholesale use of volunteers in their existing schemes, and have no desire for the massive influx that may result from the national appeal. The social and political questions of how to teach, in what context, and within what structure of provision, clearly need to be put across with considerable understanding if yet this, as far as the literacy programmes were concerned, the BBC conspicuously failed to do.

David Hargreaves, producer of the literacy programmes, has spoken of the innovative nature of *On The Move* and *Your Move*: "Traditionally, broadcasting stops at the transmitter. We haven't." As a result of the programmes, viewers were to be shifted to volunteer—"interesting but not onerous work"—to help those unable to read and write; or to telephone the BBC asking to be referred to a local literacy scheme, if they themselves had literacy problems.

Unreasonable demands



George Harfoot

The result for those employed and paid to organize this teaching at local level—cooperating with the BBC referrals, supervising and training volunteers, relating statutory class provision with the voluntary agencies, balancing volunteered and paid staff intake with student intakes—has never been revealed in the televised version.

In autumn 1976, 17 ILEA literacy workers wrote to David Hargreaves to suggest that this gap between vision and reality should be bridged. The problem of waiting lists, especially in the London area, was mentioned; could not the programmes give an idea that there might be a delay before telephone calls got a response?

The letter ended: "It is particularly important that your project acknowledges, openly and clearly and as a matter of habit, the partnership with the I.e.a.s., because of the two partners you have by far the greater ability to command air-time and press space."

The reply was disappointing. David Hargreaves wrote: "We have always thought that talk about local education authorities in the invitation to come forward might be a bit off-putting." He said the idea of explaining about a possible waiting list would have to be suggested from higher up.

The success of the BBC model of literacy teaching was dependent on a massive mobilization of volunteer tutors, equipped with the right mixture of reliability, patience and compassion, attached to a required package of skills. Although the value of students working in a group more clearly, and earlier on, than *On The Move*, the national appeal for volunteers will still apparently be based on one more or less the same scale as the literacy one.

The employment of volunteer labour requires an enormous investment of paid labour to make it even marginally effective. There is usually a considerable volunteer turnover, within a short period as a year. Not all people volunteering are suitable to give help in this particular field. Too often, their unsuitability emerges only after tuition has begun, even if the organizing staff have had the time to do a proper assessment interview at the outset.

Owing to infrequency of communication, rescue operations may have to take place months after student and tutor start work together. In order to disentangle the problem, and reallocate the student, the responsibility for learning which takes place in the home is a heavy one for organizers, potential and motivated

students are dependent on seeing and recognizing the BBC logo—an Asian and Caucasian woman's face in profile, displayed in adult education institutes, colleges, libraries and so on—and seeking advice from these places. Alternatively, potential students, or rather a friend or member of their family, will be able to write to the BBC for the name and address of their nearest organizer, who will (we are told) have all the relevant information about classes, where these exist.

No new full-time teaching posts have been created in advance of the new series; nothing, even on the short-term line of ALRA-funded appointments, has been forecast. In the ILEA there are very few full-time ESL lecturers Grade 1; and of these few, one works for two adult institutes, and another for four. There are also a few language organizers. All of these people already have their work cut out; the potential rush from the publicity is a nightmare looming on the horizon.

No one knows what the ESL programmes for local radio hold in store. These will be available from October for any BBC local radio station to take up if they wish. It may, in some areas, be all the ESL provision there will be—if the station is persuaded to put the programmes on in the first place.

Campaigns all too often tend to have ends as well as beginnings. The BBC has certainly given its commitment limits. We believe those limits must be redefined: "Having awakened public interest and spread a vast layer of half understanding around, there is a responsibility on the controllers of that publicity to take actions to improve the quality of that understanding by giving the subject the serious analytical treatment it deserves, and by suggesting to the viewing audience the nature of the pressure needed to ensure that adult literacy and English as a second language learning have a lasting place on the educational map.

As paid workers in these fields, we know this view is shared by many colleagues struggling to maintain standards; let alone respond to demands generated by outside publicity. We in literacy cannot allow that public interest to doze off again; and in the language field we must not allow the same compromises to be forced on us. Too many people will have had their hopes raised.

George Harfoot works on the Cambridge House Literacy Scheme, London; Kate Harding teaches at South Lambeth Adult Education Institute, London.

White Lion's blue supporters

Sir.—Progressive teachers may well be puzzled over the political lines being drawn up around the White Lion. Street Free School, The Evening Standard has borne its editorial colours to the defence, as has the ILEA. Tony action (TES, July 1), now standing shoulder to shoulder with an ex-radical group which includes Margaret Macdon.

Concern over the reintegration of the 40 pupils might well cut across party lines (as it did when Scotland Road School closed, and when the less well known Aberdeen experiment folded), but the vocal support from conservative groups is interesting.

I remember visiting the school some four years back, talking with the teachers about their work, and being impressed by their concern to carry through a programme which they believe would help the mainstream system in positive educational ways. As Guy Neave has pointed out, the free school movement sees its historical task as that of reforming the traditional system.

So why are the Tories so keen to pay up and keep such a radical thrust in the area? And why is the innovative ILEA content to leave the "lion" to die in the hinterland of education? Could it be that the ILEA decision was made because the success of the White Lion at experiment has been too parochial in educational terms to warrant the support it is seeking from mainstream funds?

As a working cooperative, White Lion has developed ideas on the structuring of schooling which may well be sought after for years to come. As an educational unit it

'Sus' that breeds suspicion

Sir.—As a youth worker working almost entirely with young blacks in the age range 11 to 25, in West London, I feel almost duty bound to pass some comments on Gus John's informed article on the youth TBS (June) and young blacks, in the TES (June).

In my own work, I see myself fitting neatly into the work routine he describes, and the recorded attitudes of young blacks towards youth clubs, in terms of politics and culture, which this system of testing is universal, I can testify to some disastrously unwholesome effects that it has engendered:

The work of the schools is entirely centred round grubbing for marks. Very little time is given to actual learning in the sense of stimulating thought. Classroom activity is geared to inculcating factual material.

Cheating is universal, systematic, continuous, mutual, and brazen. The idea of fair play is non-existent among pupils and is not expected by the teachers.

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From this distance it seems as if the wrong issues are being discussed (not uncommon in education) so that any changes will only have a small effect on the really important problems. Some of these problems, I would like to think, are: First, the council has never really understood the meaning of curriculum development. The main

Schools council—picking on the wrong issues

Sir.—The present debate on the future of the Schools Council is a bit depressing, particularly so, one who was a project director (Schools Council Integrated Science Project), and a member of the council's Working Party on Project Dissemination.

From this distance it seems as if the wrong issues are being discussed (not uncommon in education) so that any changes will only have a small effect on the really important problems. Some of these problems, I would like to think, are: First, the council has never really understood the meaning of curriculum development. The main emphasis on the project side has been on materials production (mostly books). These materials usually have to be produced over a short time, too short a time for curriculum development to take place.

Second, the committee structure has been too bureaucratic, resulting in the divorcing of projects from those who are either employed by or seconded to the council.

The committees themselves have been political in nature (the teacher representatives have often been to work with the council, and consisting of people who seem to know very

Schools council—picking on the wrong issues

little about curriculum planning or many of the educational problems associated with examinations.

Third, the models used for curriculum development (that is, when there has been any) are of theoretical structure have often been inadequate.

I wonder whether there would be less curriculum development if the Schools Council were to be scrapped. From my experience, and judging from the proposals I have seen, I think it unlikely.

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The problem, not the solution

Peter Hannon asks some critical questions about the effectiveness and desirability of childminding

The present enthusiasm for childminding in education and social services circles needs to be viewed with some suspicion, coming as it does at a time of nursery cuts. Apart from the recent Thomas Coram Research Unit's study of childminding, the reasons advanced for supporting or expanding childminding seem to have escaped critical examination.

Take the claim that improved childminding could somehow "interrupt the cycle of deprivation". It is not enough for the proponents of childminding to merely observe that childminders are close to large numbers of deprived children in supposedly critical years. What kind of environment could a childminder possibly provide in the early years of life which would offset the effects of environments in subsequent years of childhood?

There is a danger here of expecting too much from pre-school intervention. After the period of intervention, the child presumably returns to the previous environment, and the intervention experience gradually represents a smaller and smaller part of total childhood. It is known that intervention programmes can produce various kinds of gain in children, but it is also known that such gains are short-lived.

The cheapness of childminding is a doubtful reason for preferring it to nursery provision. It costs practically nothing from public funds because it is a private form of day care, and public expenditure can be limited to registration of minders. To the parents who use minders it is anything but cheap.

It is reasonable to consider an average weekly charge as £7 a child (although there can be wide variations even within one area). The cost obviously makes a large hole in most families' wages. Even so, it is the minders themselves who are chiefly exploited in the childminding system.

A registered minder, limited to three under-fives, could have an income of £21 a week. But one must deduct many costs. The greatest is food, at perhaps £3 to £4 a child. Further costs include toys, other equipment, books, damage to furniture, carpets, household articles, extra heating and lighting, insurance, necessities such as tissues or soap, spare



clothes, bus fares for outings, treats, and so on. The minder's actual wage may be £5 or less a week.

The minder necessarily works longer than the client (say a 50-hour week), at an hourly rate of 10p or less. Holidays are rare and without pay. There is no sick pay and when sick the minder is likely to lose clients as well as wages. Most minders probably carry on when sick, at cost to their own health and the children's welfare.

Minders have no daytime breaks because there is no one to take over. Quite ordinary activities like going to the dentist present far worse difficulties to minders

than to other workers.

Considering the pay and conditions, the idea that childminding can be satisfying and enjoyable seems less than realistic. Presumably this idea has gained ground only because the dominant image of whose housework can easily be postponed to leisure hours, while they enjoy the opportunity to satisfy their maternal instincts during the day and earn some pin money.

The rights of the women workers involved deserve more serious consideration from those wishing to expand the childminding system. Supporting child-

minding as a poorly paid home-based job will reinforce the idea of child care as the concern of individual women, and obscure the idea of it as a concern of education or health of society as a whole.

The celebration of childminding as a working class community activity (which therefore deserves support) may also be viewed sceptically. There is no evidence that most childminders particularly enjoy taking other people's children for 3 hours a day. Lack of alternative employment, lack of pre-school facilities for their own children, or husbands who insist on their wives staying at home, are the main reasons for becoming a minder.

Neither is there evidence that parents particularly want to use minders. A survey in the Belfield area of Rochdale found that nursery provision was wanted for 52 per cent, and childminding for only 12 per cent, of pre-school children. A national survey by the Office of Population Censuses and Surveys found that childminding was wanted for only 3 per cent of children.

There are many opportunities for contact between minders and parents. Parents who are late to collect their children perhaps through overtime, shopping, or missing a bus) annoy minders. Minders are so strict about hours annoy harassed parents. Minders prefer payment in advance to buy food for the week, and minimize losses if children suddenly stop coming. This can be difficult for parents, especially in the crucial first week or two of starting a job and finding a minder.

Minders sometimes resent doing jobs such as toilet training if they feel it would have been done by parents. Parents may well worry during the day about their children, for they can never be entirely sure what goes on in the privacy of the minder's home. Childminding often involves an uneasy relationship which parents and minders would be unlikely to choose if it were not for compelling economic reasons on both sides.

It is not difficult to list improvements which might end the exploitation of minders and improve the children's lot. Training schemes (arguably to NNEB standard); training grants; toy libraries; advice and support services; home improvement grants; installation of telephones; the formation of local teams of minders able to cover for one another; special day centres for groups of minded children; employment of minders by local authorities; reasonable wages and conditions of service.

However, the result of such improvements could best be seen as an imaginative development of day nurseries serving small areas, with trained local people using their own houses as a link between the child's home and the childminding or nursery centre.

Removing the exploitation and deficiencies of the childminding system makes it no longer recognizably childminding, and no longer a cheap alternative. The distinguishing characteristics of childminding are part of the problem of pre-school provision, not part of the solution.

Peter Hannon teaches at Belfield Community School, Rochdale.

The most simple "athletic model" sets a number of tasks, each with a stipulated standard of performance; but few exams, it can be said, aspire to absolute levels of attainment. To do so would require that each pupil awarded a particular grade would pass an equivalent group of questions. Whether conceptual nor structural analysis has so far produced an objective measure of tasks, so examiners rely heavily on their experience and consensus to judge consistency.

Any exam will have a number of topics or components. These would have to be set in the school assessment, though the school could employ any appropriate means (written work, performance, projects, oral, objective test). For example, medieval history must embody notions about master and servant obligations; the roles of monarchy, nobility and church; the spiritual and cultural aspects of the monastic system; the growth of towns; the origins and purposes of guilds, and so on. A school might pursue its own course efficiently through a study of its own teaching these central concepts more meaningfully by looking at

Rosemary Harthill reports on a new approach to primary-secondary liaison

An experiment to ease the jump from primary to secondary schools is being conducted in Balham, South London.

Three teachers now working with the top form of local primary schools will move in September to a secondary school, near by, taking with them all their pupils who choose to go and for whom there is room. There they will be class teachers in basic subjects for the first year. After that they will return to their primary schools, while another three teachers move up with their pupils. The cycle then begins again.

The secondary school is Hydeburn School, formerly Balham Boys' School, now a new, mixed comprehensive with eventually 900 to 1,000 children. The head, Francis Thorn, hopes the scheme will have three main advantages. First, that children who might otherwise find it hard to adjust after the more protected, intimate atmosphere of the smaller primary will be helped to adjust to the more impersonal, larger comprehensive by the presence of a familiar teacher; second, that there will be greater continuity of curriculum and approach; third, that both primary and secondary staff may come to appreciate each other's work.

For many secondary schools who draw their intake from a wide range of schools, such a scheme may not be practical. But Hydeburn is in a rare position. Although it draws its children from about 26 primaries, 55 per cent come from only three—Hearnville, Ravenstone and Alderbrook.

Hearnville is only a walk across the playground, and all are close at hand. The scheme for better liaison came out of discussions between the four headmasters, which were initiated under the Children with Special Difficulties Project, and it is being financed by the ILEA special fund.

Three of the six intake forms at Hydeburn will act as a control group. They will be organized in the usual way, with children being taught by as many as 20 specialist teachers. In the three experimental forms, however, the link teachers will take half the classes herself, and will accompany the children if necessary, to specialist lessons like music and science.

She will also be easily available for counselling and remedial work, and will have her own classroom, which, as in a

primary, she will be able to arrange as she chooses. Monitoring of the groups will be gentle and discreet, through attendance checks and occasional mathematics and reading tests.

Once the scheme is established and running smoothly and teachers are familiar with its workings, it should, in theory, be possible for each teacher to take over two intake forms, and for the six extra staff to be absorbed into the usual staff quota of the schools concerned.

Initially, however, the preparations are complex. For the past year, the first group of link teachers have been spending between two days and half a day a week at Hydeburn getting to know the staff, discussing with heads of department curriculum content, teaching styles, subject materials and their expectations of new pupils, and working with some of the first-year children who transferred from their particular primary school.

One of them has been with secondary heads of department on visits to primary schools to see and discuss the standard of work set, the types of classroom material and the teaching methods (Hydeburn has just been allocated £1,000 for new teaching materials to smooth the transition from one style of teaching to another.)

One problem originally was that not all the Hydeburn staff were entirely welcoming. Donald Hughes, the liaison officer (officially, master-in-charge of the link), says there was some feeling that the experiment would merely extend primary

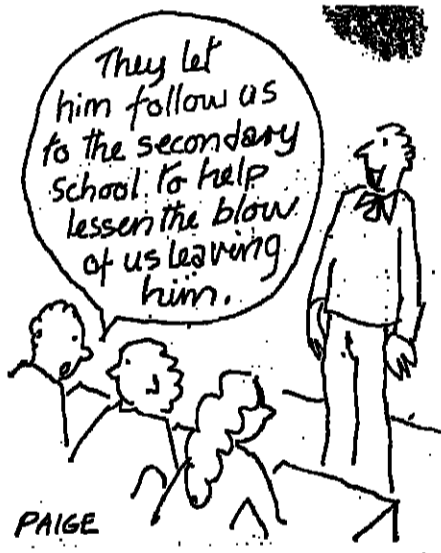
education for another year, taking up valuable time needed for the secondary school curriculum and styles of teaching. "You do have to be quite careful," said Jill Gale, one of the link staff. "You get to know when to say something or keep quiet." Like Becky Williams, another teacher, she misses having her own class, and she comments on the strange feeling of being part, and at the same time outside of, a school which is run on unfamiliar lines.

Jill Gale says it has certainly been the most difficult year's teaching she has ever had. "There are so many people to consult about everything—the heads of the four schools, heads and staff of other contributory primary schools, heads of department for every subject I teach, other staff, and so on. Then there's the uncertainty of not knowing what is going to happen, or quite what is expected, or quite what I should be teaching next term. Recently the head of geography told me exactly what curriculum he wanted me to follow, and advised me on books. It was such a relief to have it clear." The reason she is still there, she adds, is that she believes in the experiment.

One area that has already seen a successful sharing of knowledge and experience is maths. Hydeburn teachers have been dismayed in some cases by the low standard of the grading papers completed by new pupils on arrival. Comparing styles of question papers showed how much less formal, and with a lively visual design, were the primary papers. The four schools have now got together to design a maths assessment paper which children in the three primaries will take in familiar surroundings, before the long summer break has a chance of reducing the brightest child temporarily to an ignoramus. This, it is hoped, will give a much clearer idea of the child's true ability and potential.

At the moment, despite the staff's overall, long-term commitment to and excitement about the scheme, there is a sense of nervousness. But every sign suggests this will be resolved once the new term has opened and the next stage begun.

One person, however, still thinks the scheme is a rotten idea. He is an 11-year-old I met in a Hearnville classroom. "Yes," said Becky Williams, "he's one of the mischievous ones. Having me along at his new school doesn't suit him at all." "That," said Derek Maguire, the headmaster, "is probably why his mother chose it."



A common formula

Raymond Sumner offers some suggestions for 16+ reform

There are signs of new moves towards exam reform, though maintaining the status quo is the dominant theme. The board structure and practice of setting and marking of examinations are being questioned.

Thus the Associated Examiners' Board propose to return current grading linked by an all-through scale, with provision for a grouped certificate around a common core. Yet we are still unclear whether standards have been maintained, whether CSE and O level really do overlap where they are supposed to, whether different modes of assessment lead to inferior or superior awards; whether different boards apply roughly the same standards; and, most important from an employer's point of view, whether a pass grade in a given subject really has much meaning.

Would a restructuring of boards or the introduction of classified certificates clear up any of these issues, especially the last? Exams at the end of statutory schooling fulfill a number of purposes, some of which are:

- to inform parents of their children's progress
- to inform pupils by the quality of their learning
- to indicate to pupils, their parents and those who must deal with their future, a particular achievement, comprising skills, knowledge and questioning attitudes arising from disciplined study
- to show that the performance demonstrated is likely to be dependable; secure enough for the pupil to reproduce the same standard for more advanced study and leisure time activities
- to give immediate relevance to continuing education in terms of skills and knowledge; and more general relevance through transfer of work habits, evaluative criteria and study techniques

These are the functions of authentication and accreditation, which in some degree the present exams fulfil, though not wholly explicitly. Unfortunately, the multiplicity of practice and content defies all but naive interpretation, to the extent that some employers are misled towards attitude towards the present system.

Yet reform must seek to retain the desirable features of the present system: concise syllabuses prescribing the course to be examined; the impartiality of the exam board in its role as adjudicator; teacher involvement in syllabus planning; methods and materials; the diversity and appeal of material included in the overall assessment; flexibility in using local features and sources; and teachers' expertise at range of appropriate techniques of examining; the various facets of performance which can be included in the assessment; teachers' accepting responsibility for evaluating their own pupils.

While all these are desirable in aggregate, there is no unitary thread. Hence, for some pupils only essay writing set-

vice by rote memory is on demand. In contrast, other schools compose the syllabus, and provide the students for whom they define the standards. And when there is examining, there is "moderation" in all its guises.

How do you make the desirable features of present exams common to all, moderate sufficient rigour for comparability to be determined; above all, fulfil the minimal functions of certification within a framework of examining common to all schools?

I envisage a system with two major components. These would have to be set in the school assessment, though the school could employ any appropriate means (written work, performance, projects, oral, objective test).

For example, medieval history must embody notions about master and servant obligations; the roles of monarchy, nobility and church; the spiritual and cultural aspects of the monastic system; the growth of towns; the origins and purposes of guilds, and so on. A school might pursue its own course efficiently through a study of its own teaching these central concepts more meaningfully by looking at

early town maps, manor houses, church memorials, pilgrims' routes, castles and their inhabitants. Events of significance to the nation—for example, the shifts in authority between church and state—would be explicit in the syllabus, and might call for direct teaching or planned incidental learning. The results from groups of pupils can be used to derive empirical scales covering a wide range of questions. Because the scaling is common, a selection from all the questions can be used to find an individual pupil's position on the scale. A school could base the whole of its gradings on its own internal assessments, but it would be liable to have its grades checked by having its candidates examined with a set of questions taken from the scaled bank. Hence, over the system population as a whole, grade boundaries could be checked regularly. We could thus leave the choice of restriction to the school, with the only restriction that a stable part of it, though not necessarily the major part, would have to deal with topics covered by the scales. Any school could be checked in any one year and for any of the subjects for

which it recommends awards. In consultation with teachers (panels), the examination authority would specify the integral components, produce the banks of scaled questions, set up the criteria for school gradings, devise a system for verifying school assessments, carry out the checks and award the certificates. Marked differences between grade awards and the scaled tests might lead to a risk from the subject panel—who might find that good work had been done, but the integral components inadequately covered; moderation of the grades to take account of deviations from the defined criteria; or even withdrawal of authorization to award grades. This last step might be held as a reserve power. The Schools' Council chairman has already called for a body similar to the CNA. The latter exercises its authority quite stringently, insisting, for instance, on teaching staff with satisfactory credentials. For schools it is more appropriate to emphasize the curriculum and the definition of grade awards. If these can be made explicit enough for a grade to convey an interpretation of

accomplishment, so much the better; the examination authority's clients will have some idea of what a grade is intended to mean. The checks on school awards would establish the control necessary for public confidence, and would be imperative if the difficulties experienced by other countries (where school assessments are not subject to impartial evaluation) are to be avoided. The new authorizing body could not be completely centralized, as it would have to be very accessible to and from schools. Production of the scaled check (not necessarily multiple choice or objective) would be geographical in one place for one subject, but the workload could be distributed throughout the authority's branches. All this is possible, by redeploying technical personnel, examiners and subject officers already working for the boards. In this way their considerable expertise could be retained.

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Apt for voyces and vyols

Robin Maconie reports on the early music conference held recently in London

The Gulbenkian sided conference on the future of early music in Britain, held in the Waterloo Room of the Royal Festival Hall in May, brought together a remarkable concentration of scholars, performers, instrument makers, and representatives of broadcasting, publishing and recording industries.

Early music, as embodied in the now internationally respected journal of that name, is a recent and, in many respects, a peculiarly British phenomenon. A subject once restricted to academic specialists, indoor-city arts and craft enthusiasts and a scattering of players of varying levels of experience, it has rapidly burgeoned into a dynamic community of interests whose most remarkable feature is the free and active exchange of ideas and a merging of theoretical and practical disciplines.

Such a union of academic and performing skills may have been stimulated by the self-help example of contemporary music in reawakening composers such as Webern, Schoenberg and Varèse, and in promoting the avant garde; but whether one agrees with that or not, it is certainly true that the deliberations of the 1977 Early Music Conference carry implications for the teaching and practice of music far beyond the assumed confines of the subject from medieval to baroque.

The conference had two major purposes: first, to establish the state of existing teaching; and second, to discuss and make recommendations on how those resources might most profitably be employed. An immediately striking feature of both the formal papers presented and the discussion arising from them was the unaffected candour and simplicity in which speakers expressed themselves.

Nobody talked jargon, nobody stood on status or reputation, nobody pretended inviolable wisdom: all, moreover, were united in the sentiment that co-operation, not competition, is the key to a fuller understanding of the music of the past, and that whatever changes in the institutions of patronage and education may be necessary to make co-operation more effective are likely to have profoundly beneficial repercussions on the status of music in present day society.

The conference opened under the chairmanship of Howard Mayer Brown with a series of papers on performance problems of the music of different periods. From the outset the emphasis was as much on social and practical difficulties as on questions of style and interpretation.

David Fallows on medieval music set the tone in drawing attention to the fact that many of our best performing groups, on whom our progress in understanding this music relies, are obliged to earn a living out of the country for much of the time. If we are to keep them based in this country, we must therefore mean to reward them better: there is evidence, he added, that the potential audience for this music is so large that it is generally recognized.

More clearly focused audience education through the medium of radio, recording and the related word, was also urgently needed. The theme of continuing education was taken up by Professor Mayer Brown, suggesting that some way must be found to introduce a flexibility of ensemble within the performing profession to cope with the variety of past idiom.

What we need, he said, is large chamber ensembles, especially standardized pools of specialist musicians such as are beginning to be recruited for contemporary music. Early musicians today needed "to refine and develop their sense of the dif-

ferences, not only between medieval, renaissance and baroque music, but even between different styles within any one period.

Musicians had to take into account their own education, he said. Our knowledge of early music grows and changes all the time; we need to be kept informed of what scholars are discovering, and what instrument makers are learning about their craft. Musicians must also learn to understand editorial techniques used in scholarly transcription, and how to score and arrange, and embellish.

Better communication, said Anthony Rooley, implied changes in attitudes and also in the present system of patronage. Some way must be found to make new research generally and cheaply available, if only to avoid the unnecessary duplication of research that is already a hazard of present endeavour. Patrons, he said, must learn how to make best use of the patronage at present available.

Patronage largely depends on our knowing what we want and asking for it by the right way, in the right place, at the right time.

With the BBC's decision to discontinue the Academy of the BBC, he said, we must have in mind the best of what we can do. There has been some pressure in favour of establishing a new orchestra specifically for baroque music, said on

this important issue Robert Donington had pertinent comment to make. Though much could be done, he said, to recapture the spirit of baroque music using modern instruments—though this presupposed an intimacy with the period that was as yet far from being universal—the establishment of a specialist baroque ensemble using baroque instruments was bound to be needed eventually. He proposed an orchestra of 25 to 30 strings and double woodwind, with at least the leaders, and as many of the others as possible on permanent contract.

Lower standards were still widely accepted in many instruments than in those used in performance. It was unfortunately the same. Education was the obvious solution, but it needed the tools, and the production of mass production, though overdone in certain areas such as recorders and guitars, were still formidable in most other areas. Experiments in producing lutes with fibre glass bodies had met with considerable resistance, although the tone quality was not at all bad; ironically, these lutes proved to be almost as expensive as wood-backed instruments.

The trend toward craft co-operatives was a good one in reducing the cost of acquiring essential machinery (equipment), the very useful role of the instrument maker's department of the London College of Printing was also mentioned, as was the need for training facilities normally denied to the independent craftsmen.

Though the cost might initially have to be borne by a number of organizations including the BBC and the Arts Council, perhaps the best guarantee of eventual public support of such an enterprise might come from a change in the pattern of training at our larger music academies.

The teaching of early music in schools is limited to a considerable degree by the availability of cheap and durable instruments of satisfactory quality. A number of instrument makers at the conference addressed themselves to the question of mass production of instruments normally painstakingly constructed by hand to a bewildering range of specifications. We need, said Ian Harwood (himself a noted instrument maker), some kind of body to guarantee standards of instrument design and manufacture.

The main innovation he had made in his Box of Delights project was to make music the centre of the exercise, for example, by asking children to imagine how a Tudor family at Henegrove Hall in Suffolk (where a musical instrument dated 1604) would have entertained themselves of an evening. What musical activities figured in the life of Samuel Pepys? Or what kind of a musical would have been heard in a medieval castle?

Much valuable feedback has come from the pupils and the teachers involved. Much of the material is within the reach of the very young. Nevertheless, he said, it seems that children can come deeply and joyfully involved in early music especially when it is part of a real and clearly visualized social scene.

Michael Bugend, Cambridge regional adviser for humanities, described a pilot scheme for primary schools which has had some success in introducing early music into the curriculum via contextual studies, an expression in microform, as it were, of the world of early music at adult level. Project work in the junior age range seven to 11, he said, was essentially an encouragement of integrated work, bringing in history, geography, writing, art, physical education and music all to bear on the same topic.

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Alternatives to Alternatives

R. T. Spooner on education and the alternative press

The Underground and Education. By Mike Smith. Methuen £1.60, 416 85540 7.

Mike Smith seeks to introduce the alternative press and to provide a guide to the critique of education found in it. He claims that their arguments are important and that "no one involved in, or interested in, education can afford to ignore them". In practice, nearly everyone does—and it is hard to find a teacher who has even heard of the alternative press. In as much as its ideas are valuable, the book is worth over-reading, but in assessing its long one needs to consider why the alternative press is so little known, why its ideas have had such little impact and, indeed, whether they deserve greater currency.

The alternative press has burgeoned through the development of small-scale printing technology, the "Litho Revolution" which has made production of astonishing quality possible for any group of interested people. Distribution has proved a difficulty but this has been substantially solved for most periodicals by the movement, "Publications Distribution Co-op". Mr Smith includes a bibliography and a list of stockists in 16 main

centres: he realises that this may date rapidly and it proves to have done so. In Leeds, for instance, the main supplier is now at 162 Woodhouse Lane, and one of the liveliest current publications, *Big Flame*, is not in his list. Indeed erratic production, haphazard marketing and the short life-span of some publications must limit their impact.

Mike Smith makes a brave attempt to assess the educational philosophy of the alternative press and, although he is more an apologist than a critic, his book is perceptively written and pleasant to read. In essence he argues that their philosophy is concerned with "the pattern of relationships presupposed in the educational system" and "the premises which teachers unconsciously bring" to it.

The pattern is hierarchical, reflecting society, and the distinctive teacher premise is that he possesses superior knowledge and skill and is paid to pass it on. There is a consensus view of what is worthwhile, which the alternative press challenges. The alternative press may not recognize the merits of a pupil's native culture, "so make sure that the child may escape any influence... if he wishes to". This concept, of course, leads directly to de-schooling. Although there are conflicting views in the movement, Smith shows that both the Marxist and Libertarian attitudes, which pro-

vide some constructive friction (and, if an article in *Libertarian Education* 22 is to be believed, some disastrous fighting) also have in common a desire radically to change society.

Smith puts too great an emphasis on these academic theories. He recounts how probationary teachers find "that the educational psychology and sociology they have learned at university... have no place to turn to the alternative press for a rationale which fits their experience". Perhaps, Undoubtedly a high percentage turn away from theory altogether and are unlikely to find the theoretical, the alternative press attractive though they might be attracted by a rationale that tells them they are right to fail.

The core of the problem is that if education does not equip students to succeed in the world as it is, but prepares them for a world that is still unborn, they will fail, and if Libertarian teachers seek to establish in their classrooms more that are unrelated to the rest of the school, they too will fail. Inasmuch as they believe that they will succeed but bolster a corrupt society, the Libertarian press appear to have a vested interest in failure. One is tempted to suppose that if they boldly advertised their periodicals as written "by failures, for failures" they might achieve a larger market. But this would be

brush advice. Their philosophy is coherent, world-wide and historically "respectable", and there is abundant idealism in the movement. Apart from this, most failing teachers desperately hope to succeed and look not for justifications but for help with their problems. They want to read about real situations.

To be fair, some alternative publications seek to meet this need, but, apart from an analysis of an article in *Hard Cheese*, Mike Smith does scant justice to them. In fact, *Teaching London Kids*, which he barely mentions, is down to earth and school-based. So are some of the articles in *Big Flame* and *Radi- cal Education*. Unhappily there is a tendency to write in a style that is itself limiting. Such phrases as "The kids get more pissed off", from *Big Flame*, and "finding themselves bulldozed in other lessons", from *Libertarian Education*, are rather too studiously unpretentious to command among teachers a mass appeal. They suggest that the writers are determined to preserve a small audience.

Usefully have done more to convey the flavour of these periodicals and been more critical of their apparent death-wish.

Equally limiting is the fact that even these school-based articles restrict themselves to pointing out the failures and prejudices of the system, without supplying any answers. They believe there is a

great divide between the world as it is and the world as it should be, and that you cannot cross a deep divide a small step at a time. They thus alienate even sympathetic teachers who are trained to attempt this method of progress.

Actually many comprehensive schools are becoming more "libertarian". They preach mutual respect and attempt to educate students both to succeed in society as it is and to recognize its weaknesses. Their teachers invite criticism, expect to learn from their students as well as to teach them, and are at present resisting the pressure to conform with industrialists' preconceptions. They will not easily abandon "education" for "schooling" or "vocational training". Through not recognizing this fact, Mike Smith's book is in danger of achieving as restricted an audience as the alternative press.

I hope this will not prove to be the case, for if Mr Smith introduces those teachers who are on the side of his angels without knowing it to the alternative press, they might well change its esoteric nature by contributing constructively to it. We could do with an alternative press that is reformist and not revolutionary and which attacks "consensus views" in language acceptable to teachers with "orthodox ideas". It requires teachers who can quote from successful experience to provide it.

Begged questions

Lesley Lancaster

The Box in the Corner. By Gwen Dunn. Macmillan £7.95, 333 19222 2. £2.95, 333 19223 0.

"We know little about the effects of television on anybody" is the title of a plethora of investigations, official and unofficial, during the past two decades. Gwen Dunn's conference of our corporate ignorance, contains considerable validity. Images pouring in from the external world—rather factual or highly emotive or a mixture of both—undoubtedly make an impact upon ways of seeing and behaving. Whether the sheer intensity of the televised images in the global village in which we all live exerts a greater and more noxious influence than the tabloid directed at us, the nineteenth-century town-dweller, is a very complicated question. Common sense persuades us that the unprecedented volume of such charged visual material—valuing especially to violence and sexual disasters—that flows into the great majority of homes in Western industrialized societies must actually have changed those societies. But precisely how, and to what extent, we are still very largely ignorant.

Gwen Dunn has deliberately devalued her field of investigation. She has much to say about television and the very young—about children watching programmes that have been specifically produced for adults, about "wallpaper" television which simply fills an existential void and, most depressingly of all, about those in the pre-school category who keep on passively watching alone even when they are evidently profoundly bored by what they see. She is especially concerned with the reactions produced for the under-fives, the reactions to these programmes and the ways in which television might most effectively augment nursery and play group education at a time when funds have become extremely scarce.

One implication of this scarcity is that, for the foreseeable future, dynamic, one-to-one relationships between children and their nursery teachers or between children and parents working in playgroups will be experienced only by a small proportion of the total pre-school population. There seems to be a theoretical choice, then—and Gwen Dunn has clearly identified it—"between lively television as a substitute for the real thing", or creatively combining the medium with good traditional teaching and caring practice.

There is a line of thought connected with the first of these possible options which contends that deprived children can undergo such limited sensory and linguistic experiences that even a passive, but intelligent, relationship with a television presenter is preferable to no relationship at all: all the more so, the argument continues, if it can also be demonstrated that those children who have followed pre-school television in a systematic way get on better at first school than those who have not.

Enthusiasm for policies of this type rest upon social and political assumptions which themselves require detailed and critical analysis, and, although Mrs Dunn is good at describing the dilemmas, she is less convincing when, as she attempts to draw out their full ideological implications.

This, then, is a study which is more likely to be consulted for the material which it presents than for the findings that have been derived from that material. The strongest characters collect the views of headteachers and reception teachers on their attitudes towards pre-school television and describe how children actually watch the box in their homes. In playgroups and in nurseries, Mrs Dunn writes, the quality of the interaction reveals much more about what exactly goes on when three and four-year-olds sit down in front of a television than any number of statistical surveys.

But too many of the conclusions are tautologous and ambiguous and this weakness is a function of a failure to come to terms with what is most abysmal in television culture and, more specifically, with the economic factors which determine this cultural and educational poverty. The author is inclined to be over-impressed with the technological achievements of the medium, even when the message is of a very poor quality indeed. A statement such as "The television programme does not create greed: it is their popularity that puts them on at peak viewing times..." begs important questions about the making of public taste and public control over television in this country.

It is so good that he had got rid of a lot of moral problems by the creation of wealth. What he has not done is to establish a sound relationship to posterity that was about making choices that we do not have to make, about working hard in causes we don't have to work hard for, and, perhaps most importantly, suffering when we don't have to suffer. There is a lot in the book, too, about recognizing that we have realms of ignorance which will not be beyond our lifetimes. It is impossible to discuss these matters with some people because they think, "you say what suffering is, but you don't have to suffer, so you are advocating suffering for your own sake."

The "Clever" is indeed a technology, and of course we know quite a lot in a

qualitative scientific way about what is good for people, but what is needed is a moral sense which is inevitably questioned by many things which in the scientific sense have seemed so obviously true as to be beyond question. The moral sense is needed in a world where it is ruthlessly selfish on behalf of himself, his family, his nation, and his race or culture and his generation. Perhaps we can see how many of our plagues become inportant, even wrong, and how often in a world with a moral, common sense content.

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Reading and Loving

LEILA BERG

Learning to read is probably the central educational achievement of any child's life. Leila Berg's aim is that all children's first experience of reading should be a loving and sensuous one, so that they come to discover the power of books for themselves. She believes that the enjoyment of books and the acquisition of reading and writing is not primarily an academic skill but grows from a warmly physical and emotional base of shared enjoyment with another human being. A timely, thought-provoking book. Leila Berg's insights are not narcissistic; they reveal and celebrate others.—Marion Glastonbury, *The Times Educational Supplement* £2.75, paper £1.20

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Routledge & Kegan Paul

39, St. Pancras Street, London W.C.1.

Play's the thing

H. C. Dent on sport

The Name of the Game: Sport and Society. By Fred Ingalls. Heinemann £4.95. 435 18472 5.

This book comprises a colourful essay—or series of essays—in the sociology of sport. Deliberately colorful Mr Ingalls, though a member of the academic staff of Bristol University, is determined not to be academic, not to add to the "mouth-filling emptiness of what little academic writing there is about sport."

This ambition he triumphantly realises, though not without cost to precision of thought. "It is, supremely, the intention of this book," he declares early on, "to provide some sort of theory of games." A hundred pages later he concedes that "There could hardly be provided... anything so general as a theory of games."

However:

What it should be possible to provide is precisely what this book intends: the description of the processes of learning, imagination, creation, performance, within individuals and within sports.

Whatever exactly the second half of that sentence means, Mr Ingalls does not provide it. What he does provide is a lavish profusion of ideas—many, alas, merely thrown out, and not followed through in analyses, reminiscences, comments, excerpts from books and newspaper articles, and opinions gleaned in interviews with famous sporting personalities. This miscellany he parcels out into an introduction and nine chapters.

He begins with a chapter of photographs, complete with commentary, illustrating 16 athletic games and sports, this being "the easiest, most straightforward way into all I want to say." Then, two chapters of sociological, anthropological, and psychological observations, and a chapter of "theories" (Barney Clark's "contingency theory" on extracts from the utterances of well-known authors, journalists, and broadcasters on sport; from Neville Corbett to Barry John; a chapter with the self-explanatory title of "Gentlemen, Players and Stars" featuring the footballers Jack Charlton and David Donsie and the mountaineers George Mallory (through letters written by him and his wife) and Joe Brown; a chapter on the economics of mass spectator sports, devoted almost exclusively to

A kind of glory

Elizabeth Henry on classics

On Teaching Classics. By J. Sharwood Smith. Routledge and Kegan Paul £3.25. 7100 8580 X.

Boldly realistic, John Sharwood Smith begins with "teaching classical civilization to the lower and middle forms of the secondary school". Note 1: Latin and Greek relegated to second chapter. Note 2: the whole ability range. Contrast the I.A.A.M.'s admirable *Teaching of Classics, 1954*, now under revision; a different emphasis.

The import of the "Copernican revolution" in classics is just this. But if anyone is infected by an euphoric virus after all this broadening and liberation, a glance at the recent H.M.I. report on *Classics in the Comprehensive School* will provide a sharp antidote. Entries for Latin and Greek examinations are falling drastically, at all levels.

It is true that the classics teacher today is free to construct a model *ballista*, discuss the comic theories of Anaxagoras, or develop projects on Roman politics, and no one will say this is irrelevant. Classical studies today is seen as so wide a subject that it can be valuable presented at any age and at any level of intellectual or practical ability.

There are many ideas here about how this can be done. Vulcanology, mock Athenian trials, the odd non-classical story to define the classic pro/contra ("what makes Siegfried and Sinfad outsiders?") and a series of ground securely gained because the numbers for Latin and English in classical studies and ancient history are going up and up, and the pass rates are high. Why then the need for an antidote? Those statistics again, for the languages. They mean less time for the curriculum, our liberated teacher is not going to get his traditional four or five periods weekly for Latin O level in four or five years, and for Greek perhaps in two or three. A classical language is no longer required by universities, and the few in the sixth who decide they want Latin may be pushed off to work it out

from the book, with the occasional dinner-hour lessons to sort out the problems.

It is disappointing that Sharwood Smith, who writes in practical terms about literary appreciation classes (for example), and seems to live in the real world when he talks of Oxbridge scholarship essays or visits to museums, does not really face the issue of survival for the languages in schools. Does he believe that a large school where classical studies is encouraged at all levels will continue to transmit a true interpretation of classical culture, at any level, unless some people in the school are studying it through the medium of language? The ancient languages are a major part of the classical heritage.

If no one can discuss the meaning of words—say *gravitas* or *dike*—or of phrases such as *nil admirari*, *capax imperii*, *fortis*, *apudhita* etc.—then discussion of the concepts and experiences behind the words and phrases wears thin. Ancient writers had no word for "capitalism" or "romanticism" as Sharwood Smith comments (following Aschbach); but this need not matter: that ancient history leaves the naïve—"conceptually naive"—if he has even a small acquaintance with the words the ancient writers did have.

Can anything be done to keep the languages alive where they are under pressure in a school? Sharwood Smith truly says that the Cambridge Latin Course has transformed our notions of what a Latin course ought to be (though his rather sketchy account would not give any clear notions to anyone who had never used it). The C.L.C. filters what they produce, the second edition, may perhaps help by more lucid language notes and more positive advice to teachers.

This book's somewhat fustian account of a day in the life of a classical teacher (conflation of four actual people) includes some joyful moments, but in the two Latin lessons described there is no hint of how the pupils have attained the power to read the C.L.C. Unit II or they are.

Fruits of the earth

N. W. P.

The Famline Business. By C. Tudge. Faber £3.95. 571 10887 3.

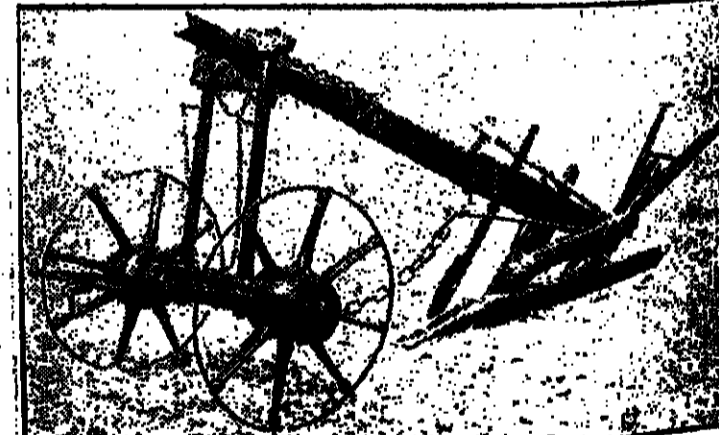
"Doomsters", and people with ideas about what could or should be done, have contributed to the steady stream of books about world food problems that has been flooding during the last 30 years. It is therefore hard to find anything original to say: a new book is best judged by how it assembles the familiar pieces, and how it distributes emphasis.

Tudge is clearly among the optimists, and I agree with the best outlook of the second half of his book. This is a sustained attack on the commercial interests, price control, agricultural policy and the food industry. "He would like to replace the dominant question 'Is it profitable?' by the question 'Does it produce what people need?'" and he is convincing.

Cheaper sources would be listed; if energy, the greater merits of bread wheat, and so on. More practically, he argues for more vegetable gardens, allotments and small-holdings because they produce more per hectare than large farms and employ more labour. This sound suggestion is not novel. Virgil wrote:

Inducto ingentia rura,
Brugitudo colio.

The first half of the book is less promising. Having extolled the merits of the potato, he credits it with only about half the protein yield that can reasonably be expected. Sources of vitamins and minerals, but overlooks their ability to yield more protein than any other crop using the same area. He seems to have a general ambivalence about potatoes: "a general ambivalence about potatoes" is one of the hardest things to produce: "to large amounts, if we can get the protein from 'hard textured vegetables'."



A horse-drawn plough from about 1850. From "Food and Technology" by Peter Tooley (Hart-Davis Educational £1.45).

we will have broken the back of the problem", he goes on to say.

Assumptions about protein requirements are cyclical. A few years ago we were in a trough and argued for more vegetable gardens, allotments and small-holdings because they produce more per hectare than large farms and employ more labour. This sound suggestion is not novel. Virgil wrote:

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Fantasy's tough roots

Virginia Makins

When he did over Snow White, Walt Disney removed the lungs and liver from the old story, and replaced them with a pale, if quite attractive—whimsy. Since then, books has, if anything, grown stronger. Many children's writers seem to have forgotten that fantasy has a rough, awkward roots, knotted deep in human nature.

A splendid new *Snow White*, translated from the Brothers Grimm by Paul Heise, with pictures by Marina Schart Hyman (World's Work £2.50) gets much nearer to the spirit of the original than many earlier modern versions. The lungs and liver are there, and so is the explicit and for the wicked step-mother: "But iron slippers had already been placed on a coal fire and were brought in with tongs and placed before her. She had to step into the red hot shoes and dance until she fell down dead."

It is an excellent production. The language is clear and everyday, but manages to keep the rhythms and the child's perspective appropriate to the story. The pictures use a traditional Germanic style for the dwarfs, who have strong, individual Biblical faces (the stepmother and her mirror are more prosaically done), and are powerful, not full of good comical, gargoyle faces surrounding the mirror.

Ruth Hillmann's retellings of old stories also keep a strong traditional style—more prosaically done, but distinctly modern. *The Proud White Cat* (Kestrel Books £2.50) is the one about the cat who thought no cat was good enough

to be his wife. But roundabout reasoning from a clever fox shows him that another cat is just the wife for him. It's nice—but it does not have the effective and unusual mixture of charm and brutality that distinguished Hillmann's *Cat and Mouse who shared a House* (now in paperback).

Writers of new fairy stories often do best when they manage to combine traditional motifs with contemporary idiom. Patricia Coombs does it very successfully in *Molly Muller* (World's Work £2.50). Molly, written off by her father, the King and others as a "sneezily, wheezy, snivelling girl" rescues the kingdom from the depredations of an ogre with a "terrible smelly hunch", downgraded ogre wife and hideous ogre baby. It is to read aloud, and both pictures and text are funny.

John Birmingham's new one, *Come Along from the water, Shirley* (Inchbush Game £2.50) has something of the same flavour, though the style is very different. Shirley's rather stolid parents take her to the beach, and all the words are there as she sits in the folding chairs, about mindfully addressing her: "Don't stroke that dog, Shirley, you don't know where he's been"; "You father might have a little game with you when he's on the wordless right hand page, Shirley, she has a fantastic adventure in which she and her dog vanquish pirates and discover a buried treasure. *The Architect*, by Jean Jacques Louvet (World's Work £2.50) is more sophisticated modern fantasy. It is told in elaborate pictures, without words. The architect's

A strange breed

W. Watson Stewart on psychologists

Psychologists on Psychology. By David Cohen. Routledge and Kegan Paul £6.95. 7100 8502 8.

David Cohen is primarily a journalist, with experience in a number of media, but he has tended to specialize in writing on psychological topics. For the last year he has held a Leverhulme Award to study the psychology of laughter; whether his interest in this topic is the product of compiling *Psychologists on Psychology* is not revealed.

A brief single-setting introduction and a rather fuller tentative conclusion engage a series of interviews with 13 psychologists who are described as being "among the most important psychologists of our age", although the author's choice will inevitably cause eyebrows to rise in some and irritation in others. Mr Cohen certainly cannot be faulted for failing to provide an admirable variety of personal and professional backgrounds, interests, points of view and ambitions.

In the interviews, the author attempts to look at the factors which have brought each psychologist to the profession and to his chosen field of interest. This is perhaps the least successful element in the process, judged by the meagre outcomes. As the author acknowledges, few of the psychologists have revealed much of a personal nature. Perhaps it would have been better, either to omit this aim, or to attempt the difficult and delicate task of probing it thoroughly.

As to their professional records, the picture must seem quite astonishing to non-psychologists. People become doctors or lawyers because—for a variety of motives—they want to be doctors or lawyers. However, in the past at least, psychologists appear to become such by accident or default, as a by-product, or as an intermediate stage.

The greatest revelation about these 13 persons comes not from what they say about their motives and background but from their accounts of past and present research, and from the anecdotes, both veiled and naked, which most of them make on their colleagues. Readers who wish to believe that a study of human psychology induces breadth of tolerance should confine themselves to the introduction and conclusion—and, perhaps, the interview with Tinbergen.

In his summary the author pleads strongly for a healing of wounds in the profession. After nearly 30 years of hearing psychology lectures, I am afraid that one over-whelming memory is of the malice and blinkered vision that have gone into a high proportion of them, and these interviews offer me little of comfort for the future.

Now do they help to broaden my own tolerance, I suspect. Esaucock rather more and dilute others rather more. If I am moved at all, it is mainly by the quality of the author's own pleas, as, for example, when he sees in humanistic psychology something greater and potentially more valuable than its protagonists often seem to advance.

But this has been a worthwhile exercise, and one with great potential. It is certainly worth reading, if only to enjoy Mr Cohen's fluency and economy of style.

Time of change

Adolescence and Youth in Prospect Edited by John P. Hill and Franz J. Minis. IPC Science and Technology Press £6.80. 902852 6 3.

Searching for Values. Frontiers Youth Trust 50p.

Adolescence and Youth in Prospect reports the deliberations of an international colloquium on adolescence in the year 2000. It was organized by Jugendprofiel 2000 Foundation of Amsterdam.

The participants were selected to represent three areas of interest: changes in patterns of individual development, biological and psychological; changes in institutions and organizations as these affect adolescence, school, and work settings; and changes in social values, ideologies, and policies as these influence the settings in which adolescents develop and changes in adolescence itself.

The chapters present some of the background papers of the colloquium. Inevitably they vary in quality but some are pretentious and obscure. For instance, what seems a lot to spend on testing out a small quantity of material which had already been in use for some time in schools. Inevitably the conclusions were not very profound, although they are made to sound so. "The trials also show beyond question, that there is both a place and a reception for outside moral education provision in the youth centre context. Considerable light has been shed on, on the kind of materials needed. We conclude that they should probably consist of short anomic situations of a kind familiarly encountered by young people and that these be produced with as high a degree of audio and visual technical refinement as proves feasible, to ensure maximum impact." It is perhaps not surprising that the DES were unable to fund the proposed full project.

Anthony Locke

Among this week's contributors: N. W. Pirie is ex-head of the department of biochemistry at Rothamsted Agricultural Station. R. J. Spooner is headmaster of Foxwood School, Leeds.

Alas! the love of women!

Hugh Brogan

Don Juan. By Lord Byron. Edited by T. G. Steffen, E. Staffan and W. W. Pratt. Penguin £1.95. 14042 216 1.

The nineteenth century thought Don Juan immoral, the twentieth at first thought it vulgar, but to judge by the number of phrases the poem has given to the language, high-minded scruples never stopped either century from reading it. Nowadays, of course, it is universally approved. My only fear is that schoolteachers will lift it with exam questions. Let me remind them that the *Excursion* is always available for such purposes.

The present edition is not quite new, even as a Penguin, but it has been somewhat revised for this reprinting. There is no critical



Lord Byron, by Thomas Phillips, 1813

his creator's careless, eloquent, energetic voice cracks out from the pages as brilliantly as ever.

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Have you seen the important announcement from Macdonald and Evans on Page 5 of this week's issue?

GIANT SPACE STATION

scheduled for 1980's launch

The Grinnman Aircraft Company are planning to launch this space station within the next ten years. It will carry 50 to 100 men in the outer modules. Yet only five years ago a similar design (in the film "2001") was in the realm of science fiction.

This is just one of hundreds of fascinating findings in a new book "SCIENCE FACT" an ambitious 544-page survey of "What's happening at the frontier of research."

Themes of SCIENCE FACT are enormous - including O.M.P. - U.T.T.R. (the development of Ultra Intelligent Machines, 10 and perhaps 100 times more intelligent than man); ELECTRONICS (the ESI microprocessor giving you a powerful home computer); MEDICINE (the once a year contraceptive; how the blind can see through their stomach muscles); GENETIC ENGINEERING (a proven technique of carbon copying animals); TRANSPORT (the American plan to cable the Pacific); PSYCHOLOGY (microwave beams that plant thoughts involuntarily); PARAPSYCHOLOGY (evidence for telepathy and moving objects with mind power is overwhelming); TRANSPORT (the first jet mach. 12.1 hyperonic plane is on the drawing board); ENERGETICS (prototype of giant solar steam reactors to provide unlimited electricity using built-in... all help us to give part of the survey. SCIENCE FACT is written by ten experts, but in everyday language, pulls no punches in its conclusions.

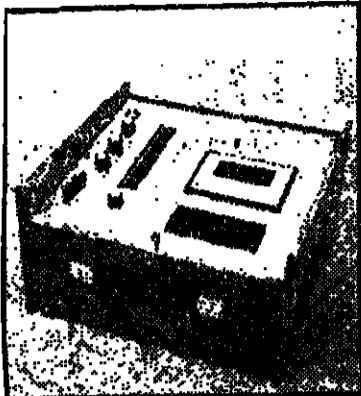
Science Fact PUBLISHED BY ONLY £1.50

Radio recorders...

by John Freeman
Goodsell Radio Recorder PCR-3, microphone £76.84 plus VAT net.
Goodsell Radio Recorder PCR-1, without microphone £91.08 plus VAT net.
Goodsell Radio Recorder CU-3, without microphone £131.84 plus VAT net.
Goodsell Limited, New England House, Brighton, Sussex BN1 4GH

The Goodsell radio recorder type PCR-3 has been specifically designed for educational use. The unit is British and is one of the few cassette recorders to include a British-made cassette deck; from the Thorn Electronics Group.
The PCR-3 is a medium-size unit, with a forward-facing loudspeaker. It is housed in a wooden case with a teak finish. All the operating controls, radio and cassette, are positioned on top of the case on a sloping panel. A number of input and output connections are provided and duplicated on the European-type DIN sockets and jack sockets. The radio section receives on the vhf waveband only and has variable tuning.
The PCR-3 has a built-in telescopic aerial and a socket for the connection of an external aerial. All inputs to the cassette recorder section, including the radio, are selected by push buttons. Recording level is manually controlled, set with the aid of a meter, and adjustable monitoring is possible during recording with any of the sound sources.
The cassette deck is easy to load and has piano-type operating keys which have a light but positive action. Automatic stop is provided on all tape functions ejecting the appropriate key. There is a matching pause control and a digital tape counter.
The vhf radio section of the Goodsell PCR-3 has a good performance. A large tuning scale is provided showing the vhf frequencies only. The PCR-3 produces a good level of sound, having an amplifier rated at six to eight watts. The forward facing loudspeaker makes the unit ideal for classrooms and there is ample sound output for this purpose.
There will be sufficient output

for use in small halls when an external loudspeaker is connected. The PCR-3 can also be used as a public address amplifier using the microphone and other inputs.
Recordings made on the PCR-3 are good, and the unit gives a good overall sound quality. A single tone control is fitted and this gives treble boost and cut and allows a useful range of adjustment.
Goodsell of Brighton produce a number of items for the Philips Compac Cassette. In their radio recorder range there are three models. The most popular is the PCR-3 mentioned here, but for those needing a higher sound power output there is the PCR-1 which is identical to the PCR-3 but with an output power increased to 12 watts.



Goodsell Radio Cassette Recorder

...and receivers

by A. H. Crocker

Roberts RMS50 Radio Receiver £59.10 plus VAT (Approx retail price)
Roberts Radio Co Ltd, Molesey Ave, West Molesey, Surrey KT8 0RL
Roberts Radio Company is better known as a manufacturer of good battery portables, but a couple of years ago the model RM40 was introduced and the RMS50 is its successor. For schools broadcasts the reception is essential and the RMS50 provides this, plus medium and long wavebands.
It is of a convenient size, 450 x 170 x 135mm with a good sized elliptical loudspeaker, 150 x 100mm. This produces a high quality of sound with sufficient volume level for use in many classrooms. The case is constructed from solid teak for robustness, good appearance, and good cabinet acoustics.
A DIN type socket is fitted which provides an output for recording purposes and can also be used as an input. This means the radio may serve as an amplifier for a cassette recorder which otherwise may not be suitable for full classroom use. Radio and cassette controls are provided, each of which

has a good range of adjustment. One criticism applies only to school use and not to use in the home for which the set is designed. The type of fitted vhf aerial is merely a single wire on the back of the case and only permits good reception in strong signal areas and only then when the receiver is physically positioned for the correct aerial orientation with respect to the transmitter.
For school use a fitted telescopic aerial, as on a battery portable, would be better, but this would probably be too ugly for normal use in the home. Where reception on the fitted wire aerial is poor, an external aerial should be connected to the co-axial socket provided. A simple indoor aerial will often do. The RMS50 does not have an external loudspeaker socket. Although this would probably be very rarely used, it would be useful and the manufacturer will fit a socket to special order at extra cost.
I consider that, although designed as a household product, the Roberts RMS50 is a good radio receiver for school use. It offers a better sound quality than most battery portables and radio cassette recorders.

Canada encapsulated

by Jim Anthony

Regional geography of Canada. Set of five filmstrips with notes. Atlantic provinces, The Industrial Heartland, The Prairie Provinces, The Northlands, The Mountainlands of the Yukon, British Columbia. Single frame: £3.50 each, double £3.50. Set of five S/F L16 D/F £17.50 plus VAT.
RP Ltd, Bradford Road, East Ardsley, Wakefield

The second largest country in the world is a daunting prospect for teachers of geography attempting a systematic regional treatment. It must be a similarly stiff challenge for the makers of such visual aids as this excellent filmstrip set to encapsulate Canada in 180 frames. Most British immigrants seem to



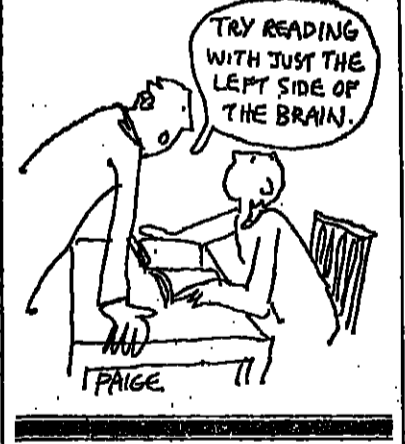
head for Ontario or British Columbia, which has a reassuring ring. The former perhaps settles for the heavily Americanized way of life and do not venture far from the relatively narrow strip which encompasses a large percentage of the most populous areas. Those going to British Columbia by road or rail get a truer picture of the immen-

sity of the scale here—from Scotland across to Vancouver is the equivalent of a journey from London to Aden.
Apart from the obvious natural resources of timber and water, extremely grand scales, the less known but increasingly important Athabasca tar-sands must feature prominently in energy reserve calculations at least for the rest of the century. The bitumen-rich sand now commercially more than still very difficult and expensive work, contains an estimated volume of oil which amounts to a staggering seven times the estimated reserve of the other, more homogeneous variety in North America.
Apart from this, who knows what minerals lie in areas so far considered unexploitable? Necessary is the mother of invention, and it is only a matter of time before demand for resources opens up the world's emptier and less hospitable places.
The filmstrips, compiled and annotated by John Bentley, offer very balanced picture of the rather arbitrary regions with an average of 36 high quality frames per region. The five booklets of good value also in providing an introduction to the background of the area, with statistics where necessary.
By producing his own commentary, the teacher can of course tailor these strips for use with any junior classes, but they are obviously going to be of more use to students of regional geography in secondary schools and colleges. The teacher is not restricted to the regional perspective approach.
The producers have added a cross reference lists which break down the subject matter of the frames into topics. For example, the Prairie region, of the 37 frames there are three on mining (overlapping numbers are given in easy reference) and 17 on agriculture and forestry.
This is a valuable and well produced resource set to be added to the stock of visual aids, extra to be worth paying for. The latter is a double frame version rather than the single Canada that sort of country.

I read a book once...

Michael Marland

For all, equal opportunities for all, continuing education, independent learning, critical and creative judgement, these are the widely accepted ambitions for the 1980s without "reading for pleasure" for reading is both a pleasure for the individual and an essential for much of the rest of education. For we have produced at the end of the 1970s a generation of students from that profession of teachers, few of whom have had any help in the understanding of the reading process and most of whom have had no help in reading it; we have created a network of schools, few of which have the staff level to support coherent reading policy. How important, to say the least, is a teacher that intends to educate a child by reading and through reading? But when and how do we learn to read? A fundamental trouble has been the British education system has been the very limiting of "learning to read". The professional idea has remained the process to the basic reading words and of the teaching of imaginative literature to older pupils. The Bullock report immediately extended our understanding of what it means to "read" and emphasized the need of the process over all the reading materials and reading class. The teacher must be a teacher of the process for the reading material is not her subject and through the material. The Schools Council's "Effective Reading" project will not confirm what the interim made clear: far from over-emphasizing reading and using it as a strategy too much, most teachers have very low expectations of what pupils will gain from reading, use very little time and do little preparation for it. The only the infant teacher, but the



TRY READING WITH JUST THE LEFT SIDE OF THE BRAIN.

junior teacher, the O level biology teacher, the A level history teacher, and the CSE social studies teacher; these are the nation's teachers of reading.
The second is the realization that reading is deeply embedded in the rest of the language skills, and is not a separate, isolatable activity. Writing, talking, and listening are language uses interlinked with reading. Except on rare occasions, reading cannot be taught separately. Thus, to take an aspect of language that arouses passions among parents and teachers, proper tuition in spelling is necessary not to "produce secretaries with middle-class conventions", but as part of helping the pupil's vocabulary growth and, most importantly, his reading skills. (I finish like to see Margaret Peters's excellent work on spelling more widely read.)
Third, there is a growing distrust of the labelling of reading as one of the "passive" language skills. It is clearly "active" in the sense that the effective reader is constantly guessing, backtracking, inquiring of the text, checking. Indeed, pupils need advice as they get older to help them be able to control their reading. Approaches, more actively, already proceed reading, from there to finish in the next effective process for reading for meaning, and we need classroom techniques to help pupils.
Finally there is a growing acceptance that just as strenuous efforts are required in the early years, and by the later stages cannot just be left to chance. There is another phrase of I. A. Richards (this one not quoted in "Bullock") that I should like to see on every teacher's desk: "Whatever else we do in the light of nature, we cannot be left to chance. It is curious that in an era in which we regard it as broadly progressive to give explicit advice and instruction on matters hitherto largely left to the light of nature (many schools having "personal relationship" courses, for instance), we have given so little thought to working out what is to be done."

Everyman's University

Naomi McIntosh
Analogues of the Open University in other countries are now springing into existence. They are proving that they are not just pale copies of the original.
Everyman's University in Israel recently started its second semester with 4,000 students. Given that the student population in Israel is about 45,000, this is no mean feat.
Everyman's uses correspondence material and television programmes working from a new building near the national Educational Television Centre, and sharing premises with the Centre for Educational Technology. It has been a success since its inception.

initially through the Rothschild Foundation, on the assumption that subsequently they will be financed by the state. The first (taken) contribution to Everyman's, important as a symbol of Government support, will be made in this year's budget.
Everyman's does not use radio; as yet negotiation with the national radio network has not been successfully concluded. But it does have home experimental kits and study centres, at which students can meet their tutors. There are 22 of these based in colleges of further education and teacher training colleges, with members of the local staff acting as liaison officers. The study centres are administered from the centre, and tutor and student administration both come under the same administration.
The initial range of degree level courses has concentrated on maths, science and Jewish studies, though private courses in electronics have been offered since the beginning.

organized with the Ministry of Labour. "Pre-academic" courses in English, mathematics and physics will begin later this year.
Given the dominance of science and maths courses, the proportion of women students (35 per cent) puts Britain to shame. Only 5 per cent of the students are housewives. Their age range is not dissimilar to that of the OU, with 65 per cent of all students between the ages of 25 and 44. The average age is 32.
Language is likely to be a problem, since the courses are written in Hebrew, and a considerable proportion of the students, especially recent immigrants, are using Hebrew as a second language. The fact that the language is still developing, and that there are differences of opinion as to what is the appropriate style for university level material, may also cause difficulties.
Another major objective is to improve the quality of teachers, which is happy to have about one quarter of its students from that profession. Many others, however, have started studying with little or no previous educational background. One of the main differences characterizes Everyman's. The course credits come in small packets, and 18 credits are needed for a degree, each credit being awarded at the end of a semester. Since Israeli academic tradition is designed to cope, for example, with sudden military service, the requirements for students have two opportunities to sit an exam, and the retention, exam and resit system may prove a major problem.
Naomi McIntosh is principal of the Open University.



Billy was a bully

Frances Murphy
This playlet was written following an English lesson on John Galsworthy's poem "The Bull at Bay".
Billy—Son
Tom—Teacher
Gorge—Boy in class
Jim—Boy in class
One day Billy woke up he was late for school again as always. He got up and got dressed and, sure enough, the man was still in the

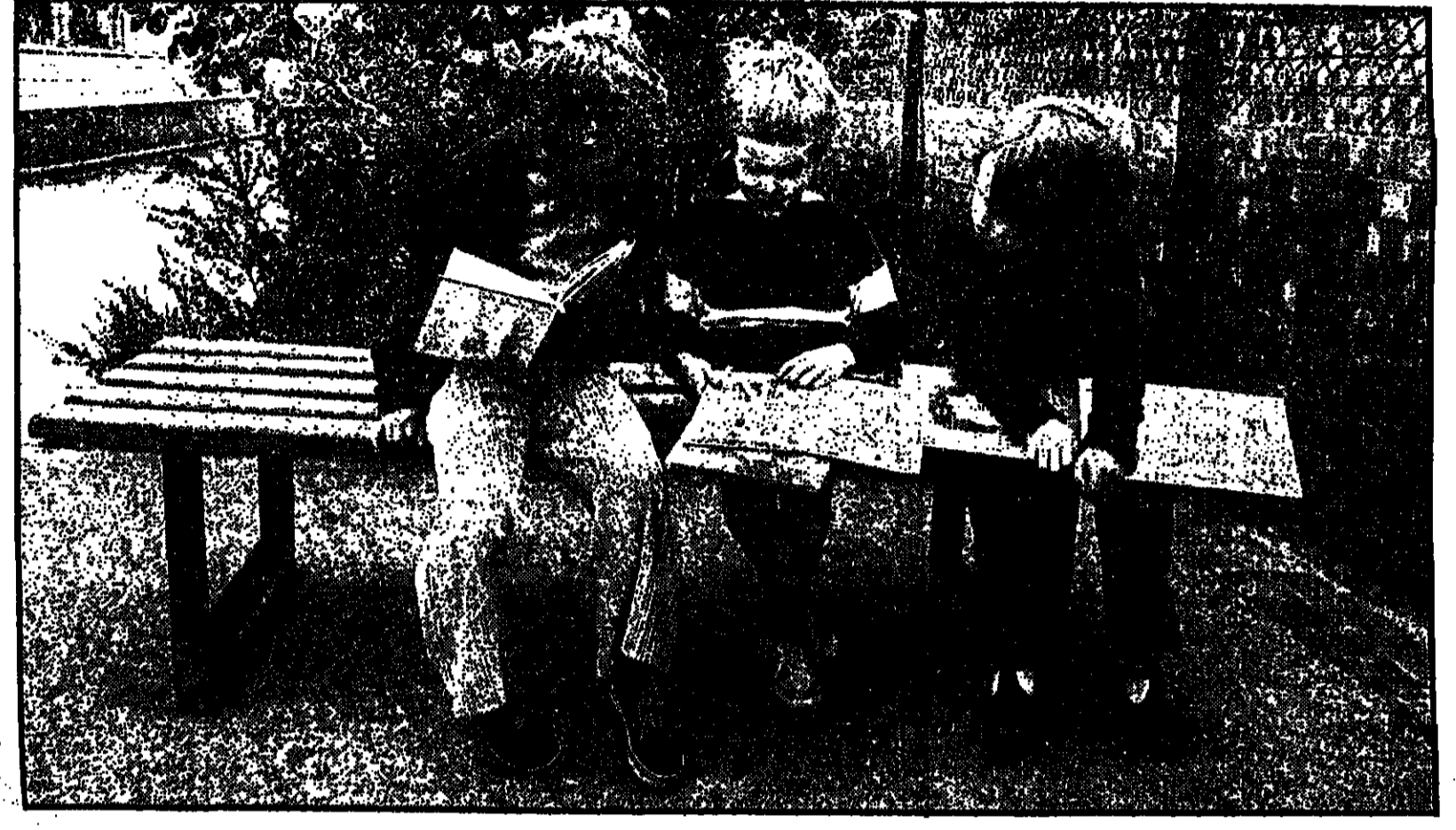
and drinking coffee.
Billy Why didn't you call me?
Mum I was busy, anyway your old enough to get your self up.
Billy You always get me late, for school.
Mum Oh, just got to school and don't keep on.
Narrator So Billy went to school, he wanted to run but he was late. When he arrived at school, he worked into the class.
Teacher Where have you been?
Billy I slept in class.
Teacher You've been late every morning for two weeks, it's not good, anyone is late?
Billy No miss.
Teacher So Billy went and sat down.
Tom Let's begin Billy?
Billy Shut up.

Gorge He's always late.
Billy Shut your face or I'll shut it for you.
Narrator Billy rang the bell it was time for break, and every one went outside to play.
Gorge Come on, play football.
Billy Get lost.
Gorge Don't talk.
Narrator Billy walked over to a small group of boys, playing with a small ball.
Billy Give me that ball you or I'll smash your face in.
One small boy No, it's not yours.
Narrator The little boy went and told the teacher what Billy had done, and when Billy went in the class, Gorge had Billy's ball.

have you done?
Billy Nothing.
Teacher Yes you have.
Billy No I haven't.
Teacher Don't tell lies.
Billy I'm not telling lies, Miss.
Teacher Well a little boy came and told me you stole his ball.
Billy Oh that.
Teacher Yes that. Billy your's a big bully, can't you pick on some body your own size.
Billy I ain't scared of nobody.
Teacher Go and sit down you silly boy.
Narrator While the teacher was putting some work on the board, Billy suddenly fell asleep, and when the teacher didn't see him, Tom Look at Billy sleeping in class.
Teacher Billy's body not, you

idea why Billy keeps coming late for school and now sleeping in class.
Jim I have miss, his mom don't care about him and she lets him do what he likes, he don't go to bed till about one o'clock.
Teacher Oh.
Tom And has envious of you because our moms get us to school on time.
Teacher I think we'll have him sent home to bed and make his parents come to school and give him some tomorrow and well make him promise not to be such a bully.
Narrator So Billy promised to go to bed that day on Billy went to bed.
Frances Murphy is a thirty-year-old teacher at the Secondary School, Birmingham.

EXTRA READING



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Reading Matters

Selecting and using books in the classroom

Written by the staff of the Centre for Language in Primary Education. Edited by Moira McKenzie and Aidan Warlow

This book argues the case for having a well-thought-out collection of books in every classroom, and offers detailed practical advice on their selection and use. There are sections covering picture books, fiction (both realistic and fantasy), poetry, non-fiction and other materials available to both teachers and children, and some fascinating personal accounts by teachers of ways in which books supported and extended particular studies. The book was written by the staff of the ILEA Centre for Language in Primary Education in response to discussions with teachers using the Centre.

Moira McKenzie is Adviser/Warden and Aidan Warlow is on the staff of the Centre for Language in Primary Education, Inner London Education Authority.

Published in association with Inner London Education Authority.

*Paperback £1.25 0 340 22187 9 8 August

Measuring Reading Abilities

Concepts, Sources and Applications

Peter D. Pumphrey

Teachers today are becoming increasingly involved in evaluating the reading abilities of their pupils, both in the ordinary classroom situation, as one aspect of the teaching process, and in the context of remedial programmes. This book focuses on the practical considerations which are central if assessment is to make an effective contribution to the teaching of reading. It looks first at some fundamental definitions and the purposes of testing, and then goes on to list the major sources of reading tests, information and advice, and to examine the principles of test administration. The last two chapters deal with the nature and interpretation of reading test scores and profiles.

This book complements the author's UKRA monograph, *Reading: Tests and Assessment Techniques*.

Boards probably £4.95 0 340 18797 2
*Unbound probably £2.75 0 340 18796 4 October

*Inspection copies will be sent on request as soon as they become available.

Edinburgh Reading Tests

A series of diagnostic teaching aids sponsored by the Scottish Education Department and the Educational Institute of Scotland.

These tests are straightforward to administer (and simple to mark). In comparison with other tests, however, they assess a wider sample of the skills that make up reading competence. They will, therefore, help the teacher to appreciate more clearly both the general attainment and the particular strengths and weaknesses of each child. They will also enable her to evaluate the success of her own teaching methods with respect to the whole area, or to special areas, of reading.

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advice, instruction, and exercises pupils need as readers.

There has been a surge of in-service work on aspects of language, and reading has been included, though in varying degrees, in the various courses. L.E.A.s and departments of education have increased the number of courses dealing with all aspects of reading, from the initial stages through to reading in the secondary curriculum—though that is still the poor relation of the reading family. Yet there are many departments of education in universities who have no lecturer who has given specialist time and thought to reading outside literature, and there are many others where the reading specialists are entirely concerned with infants or with backward adolescents. In training, it seems that reading is for the young or the slow. I suspect that more teachers in training are taught of the importance of the language of textbooks than are taught how to help pupils read textbooks.

The Open University's reading courses are impressive exceptions, and they will be described later in this supplement. These have become the nation's main in-service work in reading, with the material having an influence beyond those actually studying with the Open University. In some ways, though, the very strength of these courses is their weakness from the point of view of wide dissemination: they are too long and detailed for most teachers.

The evidence suggests that the colleges of education have rapidly responded to the Bullock report's recommendations on language courses, though, again, the reading component in the units produced seem often less important than more general sociolinguistics, and the reading work that is included is too often limited to the initial stages. I now wonder whether Bullock's recommendations on the need for the greater variety of reading went far enough or were strong enough.

The false polarity between the warring camps of "look and say" and "phonics" has largely died down, and the vigorous and methodical selection of the best infant schools seems to be producing better junior schools are giving more attention to remedial reading, though cuts in the teacher force affect this part of junior school work more than any other. The greatest difficulty would seem to me to be the problem of devising ways of integrating further reading tuition into the wider pattern of junior school work. The Schools Council's work in the initial stages has been excellent, but there is a need for a project to study what to do next. How are reading skills developed over these junior years? It is now clear that for most pupils, especially the disadvantaged, a class teacher must do more than "motivate" and provide reading opportunities.

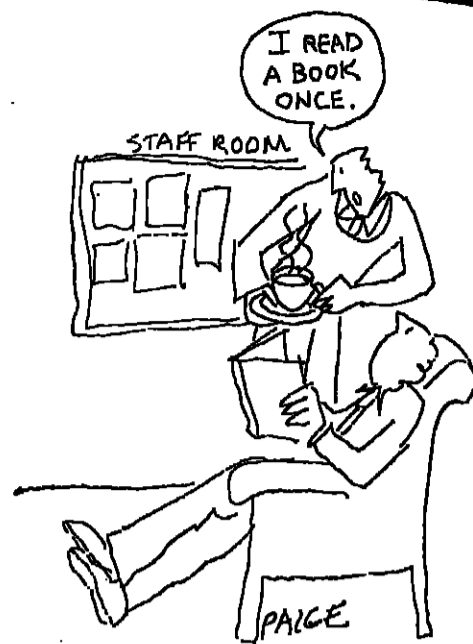
"That every school should have a policy for Language Across the Curriculum", and that this should include every teacher's involvement in the teaching of reading was the major Bullock recommendation. It is exciting to see the vigorous effort that schools and L.E.A.s are making to convert this basic concept into a suitable local plan and teaching strategy. An amazing number of L.E.A. courses have been run, and there have been very many school-based conferences, often for whole teaching staffs. Typical of these was a whole-day meeting I attended for many of the teachers from all the middle schools of an area and the associated senior staff.

My worry is that the Bullock emphasis that such a language policy must include every teacher's involvement in the teaching of reading is being taken too literally. It is not the aim of this policy to require every teacher to be an expert in the building of a language policy. The result is that talk and writing have become the focus of too many of the meetings. There are many reasons for this, one being the immense skill and success of the Schools Council's "Writing Across the Curriculum" team, with its slim and practical publications. Another is that often the initiative for a school's language policy has come from English teachers—not surpris-

ingly. If by a miracle of tact and energy an English teacher in a secondary school gets the staff to agree to set up a policy, it can then suffer from the lack of knowledge in most secondary and middle-school English departments of reading outside literature. Most of us teachers of English who had a university Lit Crit course are badly read in reading, and therefore it is the rare English department that can act as the focal point for a whole-school reading policy.

The most startling gap in the teaching of reading today is the teaching—or rather the almost total failure to even try to teach—non-narrative prose. Most of the independent learning which we hope to encourage in our pupils depends on the pupils' ability to read for meaning, to follow the argument of non-narrative prose. Once beyond word recognition, the skills of reading narrative and non-narrative are not the same. Vocabulary, sentence length (and thus structure), and organizational method are very different. We devote (successfully, I think) time to the parallel problems in narrative, discussing the effect of certain words, the atmosphere created by a particular descriptive phrase, even the aesthetic structure of the paragraph or whole work. Nothing analogous is done for non-narrative, with most pupils throughout their years of schooling. It is possible to go through, say, five years of a comprehensive school without having one lesson in the reading of non-narrative, or without one teacher giving the kind of detailed attention to a non-narrative text that is given to literature. Thus the most useful tool for learning is left unsharpened.

Then there is an almost wilful refusal to help pupils with the necessary study skills that are necessary for the independent projects that we set increasingly. I regard this as an aspect of the teaching of reading. After all, there is no point in teaching how to read a word and a sentence, if we do not also teach how to find the right book, judge its suitability, find what we want in it, and be able to read it. The structures often laid against teacher education in other aspects of reading could be made in an even stronger way over study skills. Many teachers are nearly as ignorant as their pupils about the library in their own schools. Very many so-called "investigatory assignments" are set with no teaching of the necessary skills and no preparation, other



continued from opposite page

thought this country was clearly ahead of most others. (I should like to add that I may be biased as I am associated with some of this publishing.) Add to that the unique freedom of teachers in the United Kingdom to choose for themselves, and we have a very happy situation in the field of literature. American schools, for instance, have a much narrower range of fiction available, and the struggles of such groups as the feminists to get female writers read in high school illustrates the kinds of problems that we do not have.

On the other hand we have our gaps still. True, there is now much more suitable fiction for older backward readers, and maybe thanks to the ZES awards, the general quality of information books has improved. But the third year secondary age remains difficult to purchase for, and there is very little non-fiction for the older backward reader. One of the balance of kinds of writers have been at least partly righted, and there is no need for pupils to read a constant stream of books in middle-class suburban or rural settings. (Indeed the opposite is true: in some schools a pupil meets hardly a story that is not about urban working-class life.) However, there are remarkably few writers and characters from overseas (partly a result of the English literary tradition, which gave little or no space to works in translation), and there are very few black writers or black characters in the books we read. Why, for instance, are so few of the impressive stories from the Caribbean read?

Arguably the worst provision is the standard subject textbooks in middle and secondary school. These have not been seen so far as what they in fact are: the major material for learning to read beyond the basic stages. Only recently have publishers started a methodical consideration of the language of textbooks, following Harold Rosen's important study. Hilberto it was presumed that the pupils using the books would be able "to read" the selection. Now a new pluralism allows us to use text in a proper place, as aids to learning. We increasingly recognize the crude "reading age" of an age is usually not a very good piece of information. The practice of testing—screening, monitoring, diagnosing—are now more of a sea, and the fear that testing will in its turn lead to less learning of pupils is being carefully and constructively considered. A wider range of test material being used to produce a useful range of indicators. The only a few years ago had been based on the same Shonell test, often that he offered to an answer!

Cloze testing is a most interesting example. This method of reading emphasizes one of the aspects of the reading process: inferring guessing based on context clues. It is thus a test and not merely a reading device. At regular intervals (say every sixth word) a word from the text is left out. The pupil then has to deduce from his understanding of the context what word could fit the gap.

The profession is slowly becoming more familiar with such tests, and is using them both to identify pupils who need help and to help that help that is needed.

The reading material in school has come in for some pretty heavy criticism, some of it justified. Some of it apparently overdone. The advantages that have been seen of it are apparently being lost. The first strength of the reading material available is the use of well-established flowers of prose and fiction for the children. The danger of the bringing into the classroom of older pupils a wide range of contemporary writers, especially the younger ones, is that the short story, one of the most popular forms of the day, supposed to be the best for the adult, is still being taught to the young. Writers (O'Faolain, Barrow, Llewellyn, Lessing, Elizabeth Taylor, and others) are producing the list is endless, and the quality of their most imaginative work is very suitable for the adolescent.

In the range of writing available for schools and in the quality of educational presentation by national publishers, I should

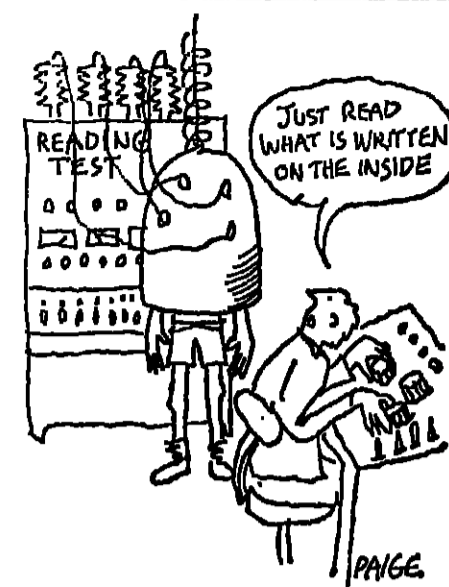
like to see more of the quality of the writing available for schools and in the quality of educational presentation by national publishers, I should

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of the text, meet the issue by avoiding the difficulties, rather than leading the pupils into the text. This is noticeable in the humanities, the sciences, and especially mathematics—the great reading subject one of our education.

Indeed some parents complain that their children have not a single school book to take home other than from English lessons. The ritual textbook issue had many faults, but it gave pupils more experience of reading for learning than many got now, and it allowed the conscientious pupil an opportunity to read the chapter to help himself understand the homework—an excellent lesson in reading.

The Bullock report specially praised the work done in literature, and clearly good work continues at all ages. However a number of people point sadly to the lack of an underlying theory of why we bring literature into the classroom or how it should take its place. Frank Whatehead's *Children as Readers* was an important Schools Council report on private reading, but, as he himself points out, nothing similar has been done for the text in the classroom. It is argued by others that some of the advances in the reading of literature of the fifties and early sixties have disappeared until the immediate pre-CSE year. Instead, lessons are dominated in some schools by the



vivid extract, dragged from context, and the pot-pourri of thematic bits. Teaching groups with a great range of abilities challenge the possibility of a shared experience with a long work, and so some classes have a diet of extracts week after week. (Don't find the situation quite as worrying as others—for it still seems that the imaginative response to literature is one of the strongest offerings a school has for its pupils, and one of the most popular.)

Problems of examining literature remain, and we hardly seem to have tackled what we mean by response to literature and how, if at all, we can measure it. The huge expansion of CSE has led to the development of some methods: course work, that confusingly vague term, has been extended; open-book examinations have become more widely used. The Schools Council have embarked on major studies of the organization of examinations, but no one has delved into what we want to test and how that is best tested.

It is almost certain that the written examination form that we most often use, with its particular groupings of constraints (fixed time, equal length of question, largely analytic questions, no sources, questions seen only at the start of the examination), does not test response to literature as well as we should like. It is a pity that those who wish to uphold standards see the preservation of this mode of testing as vital to their arguments. Exactly the opposite point of view could be taken: if we want to raise standards we need more rigorous examinations that concentrate more effectively on actual response to literature. John Dixon's project based at Bretton Hall ("English: 16-19"), should throw valuable light on this difficult question when it is completed.

The art of helping young people towards their potential as readers is not a pure art amenable to grand single-minded theories. It is the art of knowing the individual pupil, having a range of suitable material, establishing contexts for reading with a purpose; it means knowing when to explain, when to profess, when to give exercises, and when to sit back. It also requires a little knowledge about a great number of fields. Despite the gaps in our work—

notably that of helping pupils to follow the argument in non-narrative—there seems to be at the moment a nationwide effort, and the beginnings of a real working-together. There are obvious dangers in the present mood: some schools will probably slip into mechanical decontextualized exercises; others will pick up the superficial jargon ("the importance of guessing") and misuse it. But I have a hope that just around the corner is a new professional synthesis. At the moment we are a series of loosely related separate professions of specialists: Remedial teachers, librarians, literature teachers, those interested in linguistics, infant teachers, drama teachers, junior teachers, subject specialists, reading experts, UKRA, SLA, NARE, and NATE—each do good work, but separately. Why are we in so many different groups? Don't we sometimes overlap our specialism that we frighten others off? There needs to be a coherent whole-school reading curriculum in every school, and preferably up through the community of schools that work together. If this is to be possible, we must learn a little of each other's disciplines and specialisms, and enthusiasms. We need a professional synthesis with every teacher becoming a teacher of reading.



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All things to all men

Betty Root on reading kits

From a careful examination of at least 25 so-called reading kits it emerges that it is impossible to define, with any accuracy, what constitutes such a kit. Historically the desire to create structured reading programmes and to include all the necessary component parts in a portable box originated from the United States of America.

Some 15 years ago Science Research Associates introduced the first kits into the United Kingdom. There has been considerable growth since then. More than half of the kits available now have been developed in this country and the remainder have infiltrated from American publishers.

If there is a great discrepancy in the kits there is certainly a greater discrepancy in the depth and extent of research undertaken to ensure that the final product is really valuable to teachers and children. Many teachers are justifiably suspicious of anything that can be regarded as a kit. Some are

opened her eyes considerably to many new ways of language enrichment. A well organized, well produced box of materials can mean worthwhile changes in the teachers' attitudes towards areas in the reading programme. This factor is most important in any evaluation of reading kits.

It appears that the kits, though not directly of great help to the children's learning may enable, in the way their content is structured, teachers to understand more of reading processes. I know of many instances where the use of the kit stimulated the teacher to improve on what the publisher has produced and share this development with other teachers.

Reading kits have two main purposes. The first is to help teachers plan a programme of work for individual children. It is never easy to ensure that children are working at their own level and adequately graded kits make it relatively easy to match the task to the child's ability. Educationists with an inflexible aversion to all kits would do well to remember that the organization of teaching individuals is immensely time consuming. If acceptable programmes are available it seems sensible to make use of them.

Second, a reading kit can be a way of assembling various resources designed to develop a central theme. Of course teachers can also collect together relevant items and build up kits themselves, but it is not always easy to find good pictures, tapes or games which reinforce each other. Moreover, published resources can extend the work the teacher herself has developed.

Unfortunately reading kits are often purchased after insufficient examination. Many teachers are misled into thinking that there is a careful progression of work in the materials provided in the box, only to find that levels of difficulty are by no means accurately graded.

It really is wise, before spending considerable sums of money, to seek as many opinions as possible. The DES-funded evaluation project of the Centre for Teaching of Reading produces teachers' reports on a variety of reading material, includ-

ing some kits. This project has been funded for a further three years.

As well as reading the opinions of others it is important to examine kits to be bought for oneself. The following information may offer guidelines. All the reading kits listed can be seen in the permanent exhibition of the Centre for the Teaching of Reading in the University of Reading (29 Eastern Avenue). The list is alphabetical.

BFA (American)
Holt Saunders Ltd £50.00 per box

Box cards and cassettes for individual learning of information, organization, generalization and evaluation skills. These laboratories are relatively new to the United Kingdom.

Blackwell's Spelling Workshop
Blackwell £18.00

This is the only United Kingdom produced spelling kit which offers a systematic approach to spelling through colour coded cards, worksheets and answer cards. It is available in one box or six smaller boxes.

Checkers. Box of resources for themes: Sport; Authority; Family Relationships
Evans £7.00 each

These three boxes of resources support a series of paperback books for slow learning teenagers. Each box contains a useful assortment of photographs, wallcharts, workcards and documents.

Concept 7-9
H. Arnold

This material was developed by Schools Council and comes in four separate boxes:

- Listening with Understanding £8.35. Through tapes this unit improves comprehension and communication skills.
- Concept Building £14.00. Through activity books and picture cards children are helped to classify data.
- Communication £14.00. Children work with each other to increase oral skills.
- Dialect Kit £12.10. For West Indian children who have difficulties in writing standard English.

Developing Pre-reading Skills (American)
Holt Saunders £8.95

A box of 240 cards containing practical ideas for developing particular skills.

English Colour Code
Sennac Systems £60.00

A kit containing 30 cassettes, record cards, wipe-clean worksheets and manuals. To provide experience

in auditory-vocal practice in a building. Packaged in an elaborate flying type case.

Holmes McDougal £16.00

A number of activities, puzzles, games, posing boxes to help children learn to learn.

A follow-on kit 'Things Alive' is available (£6.45)

Goul (American)
Learning Development Aids £75.00

An impressive box of posters, puppets, picture cards and puzzles for young children's early language development.

Jim's People
Hunt Davis 3 boxes £4.50 each

Excellent picture cards for language stimulation. Particularly suitable for use with mentally handicapped children but can also be used in nursery and infant classes.

Language Activities Kit (American)
Score £37.00

A comprehensive range of stimulus materials for the five to six year-olds. Includes large and small cards, masks, card games and an informative teachers' manual which can be purchased separately (£20).

Language Centre 1 (five to seven years)
2 (five to 10 years)
Drake Educational £60.00 each

A reading laboratory-type which covers listening, speaking and reading and writing. Ten cassettes are included in the price.

Language Resource Pack E. J. Arnold £11.95

Includes five background papers and two sheets of people set vehicles to be cut out with stickers with posters. Cassette with lyrics.

Learning to Listen (American)
Learning Development Aids £30

Another large package for nursery and infant classes. Most of the material included could be collected together from other sources.

Men of the West
Good Reading Ltd £43.20

An unusual and stimulating programme which consists of five sets of worksheets, story cards and cassettes suitable for project work with mixed ability groups. Could also be used with older slow learners.

Peabody (American)
Distributors NFER

Level 1 £202.00 plus VAT.
Level 2 £78.00 plus VAT.
Level 3 £102.00 plus VAT.

Continued on next page



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look, I'm reading

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Steps to language

Owen Surridge

Marianne Parry has used the results of her research about three to six-year-olds in a new series of language development materials, the first of which was published recently.

Her aim has been to help parents, child minders, playgroup helpers and nursery school teachers to prepare the ground for the kind of education that children will get at school.

Steps consists of four packs of booklets and games designed to encourage the development of perception, understanding, personal identity and family relationships, comparison and categorization, language, simple arithmetic and an introduction to reading. The last in the sequence introduces the idea of school and prompts observation of the world beyond the confines of home.

Steps 1 consists of six perception prompts, books with split pages that allow matching of the various pieces, some of refined subtlety, to complete the pictures. In so doing children learn to observe, identify and make comparisons. A location book introduces such notions as "over" and "under", "near" and "far" and the concept of locomotion.

There are accompanying notes for parents and others; these have the

advantage of brevity and simplicity in their explanations. They also offer ideas for reinforcing the points made by the materials, although the idea that it is all best used as a game is not sufficiently emphasized.

Steps 2 will appear in September. It will deal with the family and sequence in a dozen 16-page booklets. Steps 3 will be out some time next year; it will consist of sets of picture cards that can be used for various games, introducing matching, sorting and sequencing in the style of Snap, Hoppy Families, rummy and pelmanism.

Steps 4 is expected early in 1979; this will include six picture books to stimulate curiosity and allay anxiety about such matters as the laundrette and the supermarket, safety at home and in the streets, new babies and the approach of school days.

Marianne Parry has tried to make the series classless and timeless. She has also built into it opportunities for the kind of questioning that prompts language in an attempt to stimulate a variety in which such moments as Mrs. Arnold and Son of the Leeds set is now available for an introductory price of £4. Later titles will probably cost around £5.30.

Among this week's contributors:

- Roy Blatchford teaches English at Stockwell Manor Comprehensive School, London.
- Anne Barnes teaches English at Holland Park School, London.
- Wendy Rody is a peripatetic teacher of reading with the Avon Remedial Service.
- Mavis Haffman is the author of *Reading, Writing and Retardance*.
- Elizabeth Wilson is director of a new in-service diploma course in the teaching of reading at Avery Hill College, and is currently president of UKA.
- Bridle Baban is area tutor for Avon Remedial Service and co-author of 'A Question of Reading'.
- Betty Root is tutor-in-charge at the Centre for the Teaching of Reading, Reading University.
- David Self is writing the scripts for a new series of 'Inside Pages' BBC School's Radio book programme.
- Margaret Spencer teaches at the Institute of Education, University of London.

Continued from previous page.

These are all very elaborate language development kits. Their use has been fully well researched in this country.

Pre-Reading Workshop
Ward Lock £14.50

Six detailed colourful conversation posters, cards and cassettes packaged in an unnecessarily large box.

Reading Routes
Longmans £38.00

Well-designed box containing a series of graded reading cards based on topics. Flaps children of seven to 12 to read with understanding and to check answers to factual questions.

Reading Workshops (3)
Ward Lock £38.00 each

These are excellent value and the new rigid plastic containers are a great improvement on the cardboard boxes. All three laboratories contain graded comprehensive materials. One is especially suited to remedial children.

Scholastic Individualised Reading
Scholastic 5 boxes. £22-£44, each.

Boxes of graded paperback books, covering a wide variety of literature. Separate boxes contain comprehensive work and ideas for teachers to follow through.

Sesame Street (American)
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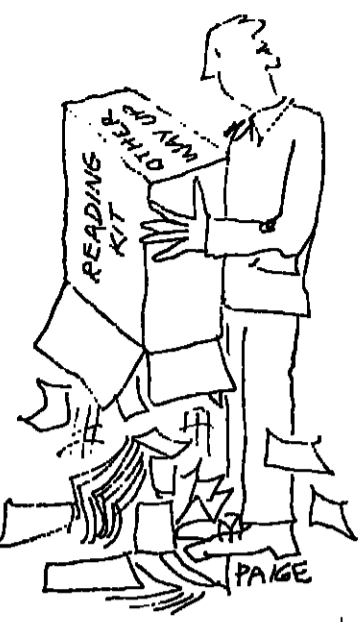
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To: The Associate Student Central Office, The Open University, P.O. Box 76, Milton Keynes, MK7 6AN. Please send me further details of the Diploma in Reading Development. Name (Mr., Mrs., Miss, Ms) Address

New wine in old bottles

Margaret Spencer reviews the Open University reading development course

Open University Reading Development. Block 1. Developing Fluent Reading. Prepared by L. John Chapman and Mary Hoffman with J. E. Merritt. Block 2. Developing Independence in Reading.

No publication on the teaching of reading has a bigger captive audience than the units of the Open University's reading development course. Together with the broadcast material these post-experience course books, intended for teachers on the job, must command the most concentrated in-service attention of any. In so far as they will affect the way thousands of children and adults are taught to read these are statements of power and influence to be taken very seriously.

The original course, published in 1972, has been thoroughly revised and brought up to date in line with studies that have become current since then, especially the recommendations of the Bullock Report. A comparison of the new units with the old shows how, in the study of reading, to stand still is to drop out. The bibliography in the new Block 1, for example, has 103 entries; in the corresponding units in the earlier publication there are 25. Gone is Bloom's *Taxonomy of Educational Objectives* (although his ghost is a constant presence in the organization of the texts themselves), and with it those curious little labelled drawings of the head. The two set books, in addition to the Bullock report, were published in 1976. The recommended reading has now veered to Frank Smith and the psycholinguists.

It is a pretty radical change from the presentation of reading as a hierarchy of discrete skills to an emphasis on the process as "whole-task" learning. Where, one wonders, does that leave the students who were put through the hoops under the old dispensation? The eight units now published in these two volumes with their many "activities" for the teacher-learner would provide a fairly demanding refresher course.

The texts themselves present difficulties. By moving away from the notion that sequencing is the key

to success and insisting instead that "the arrangement and order of the activities are not intended to prescribe a teaching pattern or to suggest that any particular sequence of how children link episodes in reading", the authors seem to be emphatic about details but confusing about the nature of the process they have undertaken to explain. As the focus of such sections moves from adult teacher-learner to child learner, the student following the course has to work hard to use and develop his own experience of reading, and to learn to look at the way a new learner sees the task.

The starting point of each unit is "what could be regarded as a reasonable level of achievement for a mature reader in the particular skills to be examined". This is sound, but the integration of the study of these particular skills into units called "primary skills", "higher order skills", "higher order skills", "finding and using information", "narrative, literature and literacy", is the Open University order of studying reading, not the way in which any reader goes about learning what is readable for him or her. To leave till last the most powerful reason for beginning at all seems curious.

As the units unwind, a number of language-related activities are suggested. Again it is absolutely right that reading should be seen in this general context, but as the mysteries of readability and cloze procedure are unraveled, is the time to lose sight of the overall goal—to make reading a vital and enjoyable activity. It is good that the emphasis throughout is on what the fluent reader does, and the need to make the learner take on the task for himself, but makes heavy demands on the teacher and learner in the minutiae of surface structures.

There is still a great deal of "doing reading exercises" however much the authors insist on goals and outcomes. The functional reading through the activities is also a book of gardening hints. The literature unit is the best, with a good balance of understanding of what's available for children to make them into real readers, and an expert interpretation of how children's writing

offers the productive equivalent of their perceptions.

But the earlier emphasis on "skill" is not extended to reading narratives. There is no discussion of how children link episodes in a story, for instance, or how to discriminate about characters, how they "read" pictures. The implicit idea is still that good books are the reward for having learned to read rather than the means by which successful reading is accomplished. Nowhere, in all these pages, is there a fully fledged idea of what a "good read" is like or the experience that confirms it.

Over the years the Open University has developed its particular style of teaching and learning. In these pages the style is at its most thick-skinned. Although the prime intention is to be generous, the conspicuous omission from these pleached texts is the understanding of the kind of relationship between teacher and pupil that most promotes reading as an activity. "Detailed understanding of the problem" reflected in detailed activities must take precedence over "the common sense which enables thoughtful and kindly parents to teach their own child to read". While it is agreed that years old bring with them a considerable knowledge of the native language, the unit which lists 50 pages pass before suggesting that this knowledge can be put to active use. And why, in the one full-page photograph, is the lady mum reading to two boys in a book in a reading scheme?

Some of the less successful features of the old Open University blocks persist—too precise definition of "goals" and "procedures", over-programming and a self-assessment, which will down feature largely in chosen "scenarios". The new units have been forced into the old blocks so that it is still difficult for someone following the course to do what is required by the activities as also to "respond to what the child is trying to do". The most enlightened "activity" is worthwhile if it is no more than a dummy read. The collaborative nature of the act of learning to read needs to be emphasized even more.

Diagnostic cornucopia

Roy Blatchford on the Aston Index

The Aston Index by Margaret Newton and Michael Thomson. Learning Development Aids, Wilsch, Cambridge, £9.95 a pack.

*The Aston Index could be the largest single factor affecting levels

of literacy since formal education began. If publishers and authors are to make such portentous claims they must accept the child's inevitable riposte.

The promotion continues: "For the first time, a scientifically based set of diagnostic tests has been designed for the classroom teacher." If all that this diagnostic cornucopia had to offer were indeed revolutionary learning development aids, such self-championing might pass unchallenged. But sorting through the material we find Fred Schonell spelling lists, the Goodenough "draw-a-man" and visual sequencing units pioneered by A. E. Tansley.

Few remedial specialists will be without these and others of their own design so they are unlikely to see the Aston Index as the long-awaited breakthrough. This is not to belittle the massive research programme which the material comprises, and which the spirally organized and layout of the index makes up. Two groups of tests making up the index are organized into two levels. Level one has been designed as a screening test for use when the child has been at school for about six months. It is concerned with diagnosing potential language problems through an examination of pre-reading skills. Level two is for application with any child over the age of seven who does not seem to be as competent in reading, spelling and writing as one might expect.

The index is also divided into two areas, each providing different kinds of information about the child that determines the appropriate remedial and attentional procedures. The second area, the "diagnostic aids", provides sound diagnostic aids

motor skills. To implement the tests the teacher has 16 cards (spiral bound); 10 colour picture cards; three test books and response cards for symbolic and pictorial sequential memory; four test cards of geometric shapes; and 30 individual score and grapho-motor test sheets.

The accompanying handbook plots the content, aims and objectives in approachable style, fully reminding the teacher of the importance of administering the index quietly and discreetly, while emphasizing that the index assesses but must not permanently label. And there is a rub with classroom reality. The nose properly is a legacy of a profile and to have constructed a profile leads all too easily to the kind of labelling remedial specialists increasingly on guard against.

Doubtless the teacher who identifies specific graphic or language disorders, or who identifies specific learning difficulties, will find the index a valuable aid. The crucial general factors which under learning—general health, birth history, family, emotional climate, home and school—are the pre-conditions of some, peer group and school. If the longitudinal studies of Kellmer-Pingree point in any direction, it might be that, while formal tests have their value, a process of extended assessment which can include informal and observational procedures has important advantages.

Teachers would do well to explore the Learning Development Aids catalogue for other developmental sub-skills. The Aston Index, at nearly £10 a pack is doubtless a reasonable price for a

Praise and un-praise

T. St George on Schools Radio programmes designed to encourage reading

As every writer—even of school reports—learns soon and fast, the vocabulary of un-praise is considerably richer than his reverse.

A rather more nourishing assignment than the one before me now would be to discuss, say, the criminal assault by television on such books as *Sunder*, or the Laura Ingalls Wilder saga. Even *Hugo* and *Josephine* loses its essential virtue in the screen version, never mind how pretty the set and the scenery. Sound radio, though, can succeed without too much tampering with the original text; indeed, a slightly reading (judiciously cut) is nearly always more compelling than any dramatized version.

The one prose narrative offered to me for listening was *Antelope Singer*; it was dramatized, true, but only within the terms of the book itself. And since it is a book that depends on plot and dialogue the version worked well enough. I was properly held by the crises and the enigmas.

Still, listening itself is a skill, and a highly selective one. We hear what we wish (or need, or are attuned) to hear. In the recently published *The Wild Boy of Aveyron*—an enormously valuable study for anyone concerned with any aspect of human development—we find that the woodland boy could hear the crack of a gun but not the beat of a drum.

William Mayne's *A Year and a Day*—surely not uninfluenced by the Aveyron case—showed his wild child as having the same intensely selective hearing and response. The schoolroom offers a chance for listening—where else, in the current pattern of life?—and in return, the schoolroom offers radio a listening

audience. On the whole, schools radio uses the opportunity well. Well enough?

A good deal of poetry is used in these programmes, often to illustrate history, or some particular theme. (I note that Seamus Heaney has taken *Exploration*, Peter Porter's *Understanding*, Jon Stallworthy *The Future*—you see the area.) Do I perceive as well that there is much less fear of traditional writing and formal metres than we have seen for a while?

Even *Hiwaiha* itself has been on the year's menu. Of course, no less important than the verse itself is the reader. I doubt if I am alone in thinking that some of the most frequently used professionals read intently, because they substitute yearning struses for tempo, pace and shape. Poetry may be heard with the bowels; it should not be read from that region.

The main hearing in my list was of four poetry programmes, the personal choice of invited contributors. The Department chose their clusters with some glibly; they were to be known and favoured names, and should have a taste for poetry. They were to have in mind an audience of 14 upwards to 18. Out of this thinking came the four names Roy Hudd, Dorothy Tutin, Brian Redhead and Russell Harty.

A nervous teacher would take least risks with Hudd—the only one of the four, by the way, whose programme would be equally apt for restless juniors, 11-minutes. More apt, perhaps, Poetry (Hudd declares) must rhyme and must be funny. Stan Holloway ("Albert and the Lion"); Spike Milligan. It includes the musical ditty; thus, Coward sings "Mad dogs and Englishmen"; the Beatles sing "Maxwell Edison"; Hudd sings "If It Wasn't for the Houses in Between". Fine.

Two pieces though were not for laughs. Did not Emerson once observe: "A foolish consistency is the hobgoblin of little minds"? One was a wartime airman's poem—I missed the author's name. The other, "Little Gutter-snipe" was a Victorian piece about a slim child's day in the country.

This I am glad to say, Hudd delivered straight; like so many similar ballads it was a true piece of documentary. The weakest item, I would say, was Carroll's "Old Father William", whose jokes had a long-dead ring, or third. It is hard to say why. Perhaps the forgotten original of Carroll's quib would make a change—"Tis the Voice of the Sinner" has an interest today that is not in the lobster version.

Tutin's choice, by contrast, was the most ambitious, indulgent, poignant, disturbing in that special sensual way of poetry—and presenting the most reading and listening problems. Most of the poems would have gained by a note of context. Julian M. and A. G. Rochelle, for instance, Clare's dark cry "I Am"; Chidiok Tichborne's "Elegy Before Execution"; even the Dirge from *Cymbeline*.

She approached this sometimes, but usually about her own response, not about the making of the poem. Yet how hard it is to read aloud Clare's great asylum poems—or Tennyson's "The Splendour Falls"—marvellous though it always is on the page. Some unfamiliar pieces were a bonus: Don Moses' "Slyness"; John Payne's "Will She Return, My Lady?" and a private verse called "I Will Make You Better Yesterday". The one wrong item was "Business Girls" which is sick Beethoven and boring at that. Why this of all Beethoven?

Brian Redhead, divertingly opened with Hausman's "Yonder see the Morning Blak".

His best effect, I would say was with Chaucer: a chunk of Prologue read both in good guarded Middle English, then in polished Modern English; with Herbert, too, who always works: his absolute technique delivering with unflinching impact the intimate surprise of the metaphor. Nor would I complain, as a historian, of Noyes' Highwayman—itsself an expert essay in technique.

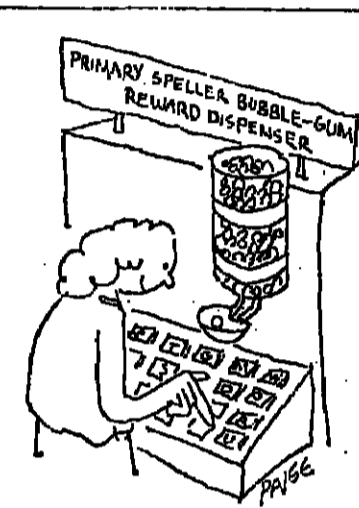
This in its turn was attractively countered by a reflective piece of Eliot (from "Burnt Norton") and Stephen Spender's "I Think Continually". Oddly, where the Redhead programme lagged a bit was in the reading of Keats's *Nightingale*. Too rich? Too intricate? Too private? Why is it harder to listen to this great seminal poem than it is to say *Thyrsis* about the same shape and length? But the Keats charisma needs exploring in other fields than this.

Russell Harty, who, according to legend, has taught in schools himself, liked his old and new with style; you could call it, also, a kind of cautious intrepidity, never quite losing the sense of that half-suspicious, half-curious 14-plus-year-old in the listening classroom. You might not predict the choice, Maxwell Cow. At times—well, at some stage it must be every adolescent's personal find and number one poem.

But the Shakespeare sonnet (94) was not obvious (though we all start early in liking the sharp last line). Nor really is Donne's "The Flea". Wordsworth, perhaps surprisingly, rarely loses by being read aloud and "The Prelude" in particular never fails, dip in it where you will. Harty's dip was the skating passage: "every icy crack tinkled like iron." His moderns took

in MacNeice, MacBoyle, McCough, Charles Causley's "My Friend Mainwaring" could not fall to please with the quick sensual thrust of its rhyme, nor, indeed, Alan Brown's "Office Party". Perhaps that is the classroom hit of the lot. But the end was neat as well—Stevie Smith's "Emily Writes Such a Good Letter". Two cheers, three cheers, sometimes four for those programmes. Hard enough as it is to track down Schools these days on their hidden wavelength, I would gladly hear more of them.

One programme *Some Beasts and a Bird*, based on D. H. Lawrence's animal poems, recorded the children's comments—they must have been 10 and under. "The tortoise is different from the kangaroo," said one, "because he goes out and learns everything for himself. No one teaches him, he just goes out and learns for himself." True? False? a good debating point.



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Mary Hoffman reviews some recent sets of readers

Bridge Books. By Graham and Jennifer Opton. Cambridge University Press 45p each.

Longman's Structural Readers. Longman Group Ltd. Headlines. Edited by John L. Foster. Edward Arnold 75p each.

Waxwell Books. By Kathleen Berman. The Grail 40p each. Grail Centre, 1066 London Road, Alveston, Derby.

Read Your Way Books. By Cliff Moon and Bridie Raban. Cassell £1.75 each set.

Now that every teacher is under pressure to be a teacher of reading, the need for texts which combine high interest with low reading ages is becoming acute. The hopefully named *Bridge Books* series offers eight titles with "reading ages from about 6 to 8" which are nevertheless aimed at secondary school readers. The publishers also suggest that the books might be used with adult literates. It is not the first series which claims to look as much like adult paperbacks as possible—while demonstrating that this is not possible. (Adult paperbacks do not have endpapers, illustrations, or openings, interspersed with obvious pages of exercises.)

The tedious repetition of words and phrases in the early books is partly a constraint of using a controlled vocabulary, but there is no excuse for it. The series at least experience era—to offer this as a model of spoken language: "The flat is small," said Tim's mother. "But the city is not small, the city is big." The typeface employs script "A" and "g" which should help the poor reader, but the illustrations are very confusing. Tim, the Australian boy hero, doesn't look the same in any two pictures and nor do the other characters. Even though every illustration of Tim's

mother, the one who has the small flat, shows her in an apron, doing the housework, even during breakfast. Only one other female appears, briefly in book six. If those dull, stereotyped books are bridges, there are no attractions to cross over to the other side.

Longman's *Structural Readers* are aimed at a different audience—students of English as a second language—and also use controlled vocabulary and structure in a way which is not surprising. The titles in this batch are all fiction and, like Longman's *Sprinkles* series of postcard classics, bear no indication on the covers that they are gutted from their originals. The choice of authors is capricious. It would be hard to think of more idiosyncratic stylists than Forster and Scott Fitzgerald, yet *A Passage to India* appears at stage six, "abridged and simplified," and *The Diamond as Big as the Ritz*, "simplified and abridged," at stage five.

The miasma of Forster's India is cleared away to reveal an almost incomprehensible bald little tale of wrongful arrest. And some of the simplifications seem just willful. Why does Mrs Moore's wisp—"pretty dear"—become a "black-and-yellow insect" or, stranger still, "His horse did rear"? Get changed to his horse refused to stand on its back legs? Scott Fitzgerald robbed of the purple paradise and mocking dialogue is like gin without the tonic—all fizz gone.

Plot-based books, insofar as they exist, fare rather better. John Christopher's science fiction trilogy about the Tripods spans three stages in the series and provides enough excitement of the technological and technical variety to tempt readers through the increasing verbal difficulties.

In their unambitious way, *Headlines* might be more of an incentive for unmotivated readers. Illus-

trated with line drawings and photographs (and, incidentally, looking not unlike some adult paperbacks), they offer realistic stories of people who have done daring things to be rescued in terrifying circumstances. *Daredevil*, featuring a Knave, Houdini and others, is full of thrills and spills and *Surviving from the Sea* is pleasantly spine-chilling. There is a strong flavour of *Readers Digest* but this is better than no flavour at all.

The Grail publishing venture ought to have an authentic voice since it produces materials for adult literates written by practising literacy tutors. Disappointingly, this batch of *Waxwell Books* is so ordinary. It does not gauge but the stories have an air of contrived material's claims. Ken and his mother are cardboard characters and the illustrations, by Kathleen Berman, are amateurish and scrappy.

Far better produced, not surprisingly, are Cassell's *Read Your Way* books. Instructional guides tend to provide stimulating material for teenage and older readers. There are two sets in this batch, each with a four step-by-step recipe and a do-it-yourself job, each with a stage of the task matched by colour photographs. Texts which are very clearly printed and laid out, are by Cliff Moon and Bridie Raban, whose earlier practical reading aids are well known and used by reading teachers. The intention here is that, if the reader already is a skilled cook or language student, the pictures will act as memory joggers to the instructions while the interesting material on the text first and the photographs for support. The finished products in the books look more tempting than objects, which have a lustre, but nothing else is to be said about this much needed series.

Fabulous fiction

Joy Blatchford

King's Garden. By Joan Tate. 50p.
Can't Explain Everything. By Joan Tate. 40p. Cassette £3.50.

Stranger than Tomorrow: Three Stories of the Future. By Jan Carver. 45p. Cassette £3.50.

The Last Dance for Me. By Jan Carver. 40p. Cassette £3.50.

Robe of Blood. By Kenneth McLetch. 45p. Cassette £3.50.

Jan Carver's *Stranger than Tomorrow* and *The Last Dance for Me* are some of the best secondary school reading material currently in print at a reasonable price.

Among these publications are some of the best secondary school reading material currently in print at a reasonable price. *Can't Explain Everything* is a collection of eight Grook legends, five of which are on the cassette. "To the gods men are like tiny, fragile ants... when a man steps on an ant, he thinks nothing of it. For the ant—oblivion" is the title piece is serious stuff and Miss Balcan reads with a measured and without air. "Cave in a mirror" is the story of Narcissus portrayed in an enchantingly seductive voice: "How Thunderstorms began" (Aphrodite, Ares and Hephaestus in and out of love), "Swollen Foot" (the Odysseus course), and "The Good People" (Zeus's and Hermes's walkabout among the people of Phrygia) are marvellously lively recastings of subjects which are often wrongly dismissed as too difficult for the less able.

"Knockouts" are ideal for poorer readers in the 11-14 age range, and the cassettes, where interestingly interpreted, are a useful addition. As a development to the series and to entice the drab recordings mentioned, Longman might look more to a production based on a text rather than a straight reading. The addition of music, sound effects, perhaps using a group of readers would be welcomed by teachers anxious to make literature live for the reluctant pupil.

The three stories in *Stranger than Tomorrow* work on the agreeable premise that the world 200 years hence will be very different, and over much of the fantasies of *Windham and Asimov*. All three stories are captivating for the young reader but on tape Edward Petheridge's readings are tired and uninspired.

Jan Carver's taste for the sinister,

his ear for the punch line that hunts long after the book has been laid aside, are more in evidence in the four chilling and superbly observed vignettes in *Save The Last Dance For Me*. The title story is essentially an adolescent encounter with dialogue to match, but Valentine Dyal's cassette reading is hopelessly off target.

"When the gods wish to punish us, they answer our prayers" is the moral of "The Outside Chance", a macabre sketch with which Mr Dyal fares little better. There is a similar uncertainty in his tape of the third story "Through A Glass Darkly".

Longman have better fitted role and teller with Jill Balcan's accomplished readings from *The Robe of Blood*, a collection of eight Grook legends, five of which are on the cassette. "To the gods men are like tiny, fragile ants... when a man steps on an ant, he thinks nothing of it. For the ant—oblivion" is the title piece is serious stuff and Miss Balcan reads with a measured and without air. "Cave in a mirror" is the story of Narcissus portrayed in an enchantingly seductive voice: "How Thunderstorms began" (Aphrodite, Ares and Hephaestus in and out of love), "Swollen Foot" (the Odysseus course), and "The Good People" (Zeus's and Hermes's walkabout among the people of Phrygia) are marvellously lively recastings of subjects which are often wrongly dismissed as too difficult for the less able.

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Jan Carver's taste for the sinister,

Three ps: planning, preparation, practice

Veronica Finch

The First Reading and Writing Book. £1.95.

The First Reading and Writing Pack. £3.95.

Heinemann and Shephard-Walwyn.

Establishing good strategies in learning a skill cannot be underestimated. Learning to read and write involves a more formal application to a task than has been required of most children earlier in their lives.

Learning a language and motor control, sitting, crawling and walking are mastered laboriously, through much practice. It is easy to forget what a vast amount of initial activity, shaping behaviour and practice is needed for children to become skilled in these areas. Appropriate help over the next great hurdle, reading and writing, is important.

At one time all reading and writing instruction was seen as unquestionable direction along formal, often rigid lines in school. Then there seems to have been a swing to a more relaxed approach, closer to the mastering of skills such as walking and language. Despite this trend there have always been those

teachers who followed a planned programme. Margaret Hooton is of the "think, plan and teach" school. She respects the old tried and trusted methods, the need for linking reading and writing, simplifying intermediate stages, supervising practice, encouraging transfer of learning. All this is in her book. But who is it written for?

It is said to be addressed to parents and teachers. Sentences printed in bold type are "what to say to the child... to make lessons meaningful and interesting". For example: "when we read a book we always start on the page at the beginning of the book"; this on page 6.

According to the author: "For individual teaching, or very small groups, the pages in the book will be sufficient for demonstration." Apparently the book is also to be used for reading. Yet different type styles are shown.

Some care is taken to prevent reversals and inversions. However, it is advised that if b and d, after the initial separately to avoid confusion, are confused, then a special lesson be arranged presenting them both together. The value of praise and need to establish confidence is emphasized.

The author's didactic approach adds over to insist on the estab-

lishment of the habit of homework as early as possible. Environmental concern requires the room used to be "dry and uncluttered". A classroom "should be simple, light and comfortably taken in at a glance. This makes it easier for a child to see and hear essential instructions. One or two pictures of fine quality and some fresh flowers or leaves help keep the feeling in a room light..."

The "large clear charts demonstrating number, colour and the days of the week", referred to in the illustrations given at the end of the book. The size of the posters (22in by 17in) and the one-inch high letters may not be quite right for classroom use. Many reception class teachers may also prefer their own style of promoting colour recognition and number bonds.

In the pack are an individual word dictionary and a practice book. The dictionary will not be new to teachers who try to develop children's self reliance, giving a grounding in useful spelling strategies. The practice book teaches a letter on each page.

The making of the letter is practised in stages, examples of words including the letter follow for copying. This reflects the message of the author, that success is the product of planning, preparation and practice.

Is a child with dyslexia "brain injured" or "learning-disabled"? The errors of reversing and transposing letter units, adding or dropping phonemes or syllables, confusing similar letter sounds and being unable to blend and analyze word parts—all of them symptoms of dyslexia—are discussed in Joanna Williams's chapter "Perceptual and Cognitive Strategies" in *Toward a Psychology of Reading*, edited by Arthur S. Reber and Don L. Scarborough (Lawrence Erlbaum/John Wiley £13.50, 470 99010 4).

This collection of essays from the proceedings of the CUNY conferences are findings from laboratory research and teaching experience. Elizabeth Goodacre

To, too, two

Spelling Books 6, 7, 8. By John Smith. Cassell 42p each. 304 29815/6/7.

Smudge and Cheewen. By Paul Groves and Nigel Grimshaw. Edward Arnold 85p. 7131 0090 7.

English Workbook. By Eric Boggey. University Tutorial Press. 55p. 7251 0729 7.

Assignments in Punctuation and Spelling. By Eric Williams. Edward Arnold £1.95. 7131 0101 6.

Armed with these six workbooks, an English teacher could march into any age or ability range and be prepared for battle. Syllabuses may change, methods of assessment alter, techniques are updated, but for many teachers at heart there is no substitute for the lesson or two, a week of dogged grammar and spelling work. John Smith's three slim-line editions, combining traditional exercises with tests of general knowledge, games, puzzles and acrostics, and can provide a purposeful opening session in an hour's language work with the 11-14 age group.

Smudge and Cheewen is 70 odd pages of exercises for correction—with a difference—from authors who were last seen with a selection of ghost stories. Here they tell the story of Tim Smudge and Aime Cheewen, who are stuck in their writing, taking us through their repeated failures and inviting the reader to help them to write and correct. Capital letters, spelling, spelling to /oo/ /two/ /we/ /where, here/hear, whose/who's—the familiar battery again; for those teachers who believe in the importance of "writing with accuracy and who feel the type of rigorous drilling is the only way to achieve it, *Smudge and Cheewen* is well worth investing in.

English Workbook is a workbook for the product of classwork practice and the work of the home. The text is aimed at students in their last year of GCE and CSE. The 40 chapters will assist them through the academic year, and trace through the apostrophe, hyphens, inverted commas, prefixes and suffixes, prof-verbs, famous quotations, letter writ-

ing and using Dewey dictionaries and reference books. The series are a splendid introduction to the history of the English language which lead themselves to extended projects.

The success of the above volumes lies in their sensible and clear layout, a prerequisite for the often confusing area of basic language skills. Although Eric Williams's *Assignments in Punctuation and Spelling* is intended for those preparing for external examinations, clarity in instructions is still vital. Inevitably 'he is bogged down in the unfathomable rules and regulations of English spelling, and aids to learning become confused amidst the welter of word lists. None the less, two chapters on punctuation and five on spelling provide a substantial diet, and the comprehensive checklist of all words appearing in the book is a feature that those who are revising will warmly welcome.

R. B.



One of the many illustrations from "The Little Green Donkey" by Fred Archer, published today by Macmillan Caribbean at 50p.

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Games for anything

Bridie Raban and Wendy Body

It has been suggested that much of education can be described as a dual activity: skill-getting and skill-using. This description has also been applied to the process of learning to read.

Some teachers may find this too harsh a reduction of their aims and objectives, especially those concerned with imparting a love of books and stories. Nevertheless, skills do need to be acquired and practised throughout a child's reading development.

We would suggest that skills are not taught in books. Books should be for enjoyment rather than test and endurance. A child's best experience of them should be a positive one. Of course, this implies that the books available to the children contain worthwhile stories and that the level of reading difficulty of any book matches the reading ability of each child.

Having established these principles, we are still faced with the skill-getting and skill-using aspects of the reading programme. Non-book resources can best fulfil this purpose, although book reading can obviously help the child to get and use skills. This should be happening whatever and whenever a child reads.

Reading games and reading-related activities are an absorbing and interesting way of acquiring and consolidating skills. One of the most important aspects of reading games is that the teacher designs or selects them with a particular teaching purpose while children, of course, simply want to win the game.



Using published games with older children can present two problems. First, the type of game, its teaching or practice content and above all the graphic presentation, may not be acceptable to them. Second, the games may already have been seen in the primary school. They will often be dismissed as childish, even though the content is appropriate for the pupils' level of attainment. Inevitably, reading games for older pupils must be made of adapted to ensure suitable appearance.

One game which we have found helpful in teaching the reading demands of a specialist vocabulary is 'The Mad Scientist Game'.

Each player spins a cardboard scientist attached to a board by a paper fastener. When the pointing hand stops at a pile of cards, the player reads the word on the top card, checks with the picture on the back and retains the card. The winner is the player with the most cards after the board has been cleared.

'Jaws' is a successful practice game which can be adapted to a variety of uses. Each player has a set of cards, each player has a strip of sea, made of folded card and a cutout swimmer to move along the waves. One player is Jaws, the shark. Each player draws from a central pack of cards questions demanding a 'yes' or 'no' answer.

Many published games are of little value in busy classrooms because they demand adult supervision, so teachers need to ensure that the materials fulfil their described function. For example, in games to consolidate the perception of initial letters, it is wrong to illustrate the letter 'g' with a picture of a grocer, as in one of the Macmillan Reading Games. It would have been better to use an example such as 'gate' where the initial consonant is not modified by a second, and where there is least ambiguity in the picture.

It is always wise to check on such important details, since many of the published and beautifully produced materials can be misleading.

Tutors in voluntary organizations, the army and prison services have been coping with illiteracy for many years longer than it has been the concern of a Government agency. Not least of the dilemmas faced has been the total lack of suitable books, a situation which Collins and Cassell have begun to remedy with a flood of materials, some indifferent, many remarkably successful.

At the very early stages teachers still rely heavily on their own inventiveness to produce home-made aids, or on the huge motivation of the adult who does not feel his self-respect undermined by dress. James and John from a reading age of six to eight Cassell's Disco books can happily take up the story. Joan Tate has suggested as a most effective

ing in their purposes. For instance, if children already know the words used for practice and are unsuitable for the acquisition of fresh skills.

The ideal solution is to make all the apparatus yourself, but this is obviously impractical for the busy teacher or those with limited artistic and imaginative skills. The most valuable apparatus is that designed for error-free learning. This can be achieved by using self-correction devices.

When word cards are used in a game, for example, picture-cues can be given on the back, although care must be taken to choose pictures that are not ambiguous. It is always a good idea to go through picture-word cards with the children beforehand. This idea is explored more fully in *A Framework for Reading*, by Dean and Nichols (Evans), which also suggests ways of ensuring that the child attends to the appropriate learning demands of the task rather than resorting to low-level strategies such as simply matching patterns.

Flexibility of purpose may be achieved by collecting different base-boards which do not have a predetermined use. There are many suitable games, such as 'Score a Goal' and 'Good Reading'. A very good buy is the new edition of 'Time for Games' (Ginn), a box with five Multi-purpose base-boards which use children's existing knowledge of such board games as snoughts and crosses and snakes and ladders. E. J. Arnold is planning some new games which may be worth looking at.

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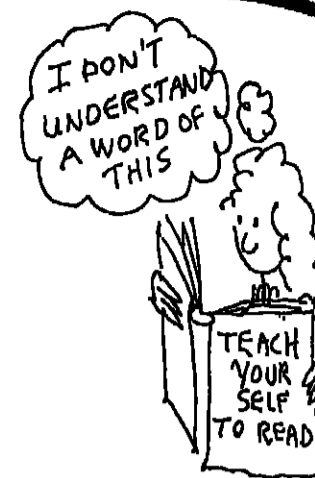
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He reads the question (with the other players if necessary) and if the answer is 'yes' moves his swimmer forward one wave. The questions may contain alliterations, for example 'Will sheep creep?' or 'Will you make you sneeze?' The object for the swimmers to get to their area of sea before losing out of his.

Both these games have a practice element where the child does not necessarily depend on the player's reading skill and the chance of differing ability have an opportunity of winning.

Published games for older pupils include: Thinklink (Phonic Crosswords (Good Reading), paperback books of words and brain-teasers (Phonic Reading Games (Ginn), a box with five Multi-purpose base-boards which use children's existing knowledge of such board games as snoughts and crosses and snakes and ladders. E. J. Arnold is planning some new games which may be worth looking at.

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Story of six blind men

David Self

Reading Problems. Edited by Otto, C. W. Peters, and N. Peters. Heinemann £11.20, 201 05513 9.

blind men wanted to understand what an elephant was like. One felt its side and likened it to a wall. The second felt its tusk and said it was like a spear. The third touched its trunk and thought it was a snake, while the fourth put his hand around a leg and pronounced it to be like a tree. The fifth came near its ear and said it to be a fan, and the last held its tail and decided before that the elephant was like a rope.

One of the seventeen contributors to *Reading Problems* (sub-titled 'A Disciplinary Perspective') tells us that this chapter is not easy to read. It is not easy to read because it is not easy to read. It is a timely warning. Then a sociologist, a professor of child development, a psychiatrist and a consultant for such television series as *Sesame Street* and *The Electric Company* contribute their views on reading development. A transitional chapter takes us into the classroom, and subsequent essays are on such topics as the diagnosis of reading problems, the role of the reading specialist, remedial work, the pro-

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The final chapters on the use of the various media in the teaching of reading, the organization of a 'reading program' and in-service training are chiefly applicable to those teaching in the United States, but it is only in these chapters that this American book seems at all irrelevant to a British situation. Some of the jargon and also some unexpected colloquialisms ('The classroom where it's at') may jar, but these do not justify any chauvinistic dismissal of the content. This is a literally weighty book and an important one; it deserves study by all those especially concerned with the teaching of reading, its anecdotal descriptions of problems and 'individual strategies' should be read by all those who think 'some can read and some can't' and that's all there is to it', and indeed the whole book makes a fascinating ride to language across the curriculum studies.

One contributor voices his fear that the book is not only all you ever wanted to know about reading problems, it is more than you ever wanted to know. I can see why he was anxious, but his worries were unnecessary; this may be a lengthy book, but it is a useful guide to the diagnosis of problems and their subsequent treatment.

After a survey of normal reading development, there is an assessment of the diversity of reading problems and their causes. (The editors warn us that this chapter is not easy to read: 'Be prepared for a good cognitive workout,' they say. It is a timely warning.) Then a sociologist, a professor of child development, a psychiatrist and a consultant for such television series as *Sesame Street* and *The Electric Company* contribute their views on reading development. A transitional chapter takes us into the classroom, and subsequent essays are on such topics as the diagnosis of reading problems, the role of the reading specialist, remedial work, the pro-

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After a survey of normal reading development, there is an assessment of the diversity of reading problems and their causes. (The editors warn us that this chapter is not easy to read: 'Be prepared for a good cognitive workout,' they say. It is a timely warning.) Then a sociologist, a professor of child development, a psychiatrist and a consultant for such television series as *Sesame Street* and *The Electric Company* contribute their views on reading development. A transitional chapter takes us into the classroom, and subsequent essays are on such topics as the diagnosis of reading problems, the role of the reading specialist, remedial work, the pro-

cess of comprehension and adult education.

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B for behaviour

Mary Hollman

Aspects of Reading Acquisition. Edited by John T. Guthrie. Harvester Wheatsheaf University Press £7.95, 0018 1800 1.

Learning to Read and Write: A Study in Analysis. By Donald E. P. Jacobs. Academic Press £5.50, 12 651701 0.

John Smith declares his hand early on. If the overall series 'A Technology of Reading Writing' does not give it to the preface acknowledges his debt to these 'geniuses': B. F. Skinner, Kenneth Pike and James H. Hayes. The series is a kind of book of behavioural engineering which is aimed not only at general psychologists but writers of instructional materials and teachers.

Qualifying with the last category, the maze of the handbook is a delight to read and write. The model is consistent and clearly presented. It is full of helpful little bits of stick-children working through the stages of word-recognition and diagrams with labels such as 'single-modality and cross-modality input-output signals in reading and writing. According to its lights, it is what it claims to be, a thorough task analysis.

But are these models and metaphors likely to attract and help class teachers in the primary school or subject teachers thereafter? If this approach is to gain converts in our classrooms it cannot be presented like the new Tables of the Law; it needs proponents who can interpret it into something more humane and organic. Either that or teachers of reading must become lab technicians.

It was quite a relief to find in the introduction to *Aspects of Reading Acquisition* that 'Programming a machine to read is not the same as teaching a child who has a socioperational history that he brings to the task.'

This collection of symposia proceedings starts with neurology—a paper on alexia, the incapacity for reading caused by brain damage—but most of the contributions are from clinical or educational psychol-

ogists. There are more circuit diagrams, too, and a paper on hierarchical subskills which states dogmatically that easily confusable letters should be learned simultaneously.

Professor S. Jay Samuels gives no consideration to the alternative view that such a letter as 'b' should be well learned before another letter which is different only in orientation, such as 'd' or 'p' is introduced. Boris Entwistle, believing that performance in any skill area is affected by 'social variables', conducted research into children's expectations of what marks they would get in reading in school reports. Her preliminary results show that both black and white children of middle and working class are uniformly over-optimistic but all parents had lower expectations than their children. The statistical fact of that bit of 'socioperational' data breaks through the charts and tables to trouble the reader and challenge the 'born to fail' school. What happens to those of the young hopefuls in the reception class who leave school 11 years later unable to read?

through the stages of word-recognition and diagrams with labels such as 'single-modality and cross-modality input-output signals in reading and writing. According to its lights, it is what it claims to be, a thorough task analysis.

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Motivation in Education

edited by Samuel Ball April 1977, 208pp., £8.85/\$12.50 0.12.077450.X

This book presents a conceptualization of various aspects of motivation as they relate to education. After first defining the concept of motivation and determining how motives are learned, the contributors concentrate on six specific motives important to the educational process. These are anxiety, curiosity, locus of control, interests, achievement motivation and attitudes. Each author discusses a single motive with respect to the following criteria: definition and conceptualization, measurement considerations, educationally relevant correlates, growth and development of the motive, and finally, educational implications.

A Technology of Reading and Writing

Volume 2 Criterion-Referenced Tests for Reading and Writing Judith M. Smith and Donald E. P. Smith April 1977, 296pp., £8.85/\$12.50 0.12.651702.9

In its entirety, this remarkable work provides a complete picture of how children learn to read and write, from the viewpoint of behavioural engineering. Volume 2 presents both a testing system for children and a source book for teachers. It gives methods for room, school and system-wide application of the tests as well as a method for evaluating instructional material and examples of its use. There are discussions of theoretical issues, a rationale for each test series and an administration manual.

Volume 3 The Adaptive Classroom

Donald E. P. Smith June 1977, 336pp., \$10.30/\$14.50 0.12.661703.7

Using a process-orientation, this book is a text on methods of teaching. It trains them to develop an adaptive classroom system, and shows them how to use criterion and feedback measures such as charts and graphs along with several techniques including tutorial, basal reader, individualized and computerized instruction.

Playfulness

Its Relationship to Imagination and Creativity M. Nina Lieberman May 1977, 192pp., £8.50/\$12.00 0.12.449450.1

Playfulness—how we play as opposed to why we play—is a clue to cognitive style, and goes beyond the childhood years to exist as a personality trait in adolescents and adults. This book develops the concept of playfulness, tests instruments to identify and measure it, and explores the connections between playfulness as prosocial behaviour, and imagination and creativity at all age levels.

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Keeping the magic in reading

Henry Pluckrose reviews some books for infants

I still remember the days of early headship, when, rich in local authority money, I began to order books for the primary school I was soon to open. Of course, some of the decisions were comparatively easy to make. Footballs size 4, paintbrushes size 8, office equipment, exercise books, kitchen and sugar paper, several click wheels, a special ruler, a water play trolley and a Woody House—such things as these were not difficult to select for every JM and I had them. Indeed the local advisory staff would probably notice had they not been included on the first stock demand. But what about books? How do you choose from the vast range available what is suitable for rising fives or passing sixes—particularly if your own professional experience had been with third and fourth year? My enquiry to several infant teachers—turned a critical eye on my book lists, but whether this was born of anything more than a combination of experience and prejudice, I'm still not sure. (Looking back I think that those teachers, based in a similar situation to which I found myself, can, in fact, legitimately apply simple guidelines, based upon a combination of experience and prejudice. The final selection of reading material is not in the hands of the teacher, but in the hands of the child, and the teacher's role is to ensure that the child's thirst for reading is not quenched.)

A selection of books from a number of British publishers provides sufficient material to illustrate my approach to book buying, an approach which has been influenced by working alongside gifted infant teachers. When four and five-year-olds enter school, the books that they find should be interesting and provocative. They should be colourful, not over filled with words, easy to handle, attractive to display. Introductory readers should also be replaceable and, therefore, reasonably cheap. There's nothing more likely to dissuade a child from using books if every one he sees is tatty and falling apart. The *Super Butch* books, by Peter Bunting, and the *Jeune* (Cassell) certainly meet all these requirements. They record the adventures of Butch, a somewhat lugubrious looking brown mongrel. Butch progresses through five graded levels. The books in level one (15p each) have no words—just pictures around which the child builds his own story. In one story, for example, Butch discovers a hedgehog. After following it across several pages, he cannot resist touching it... and the book ends with the picture of retreating Butch (sadder and wiser no doubt) and a contented hedgehog.

Sheila McCullagh, of course, is another writer who understands children. The *Cross the Road* (Longman) Whizz Bang series, 50p each, is an attractive and magical story for the young reader. The pages are so full of words, and a child can read through it without too much adult help. Her books (like the *Peter Rabbit* series from J. Arnold) are successful both for story content, the way that language is introduced, and the manner in which the basic skills of reading are developed. Whizz-Bang has also published a new short story by J. L. Carr which, like the wild children he hunted down in his middle Essex in the days of *Charlie* (1951), certainly this story—aimed at nine and 10-year-olds—is in keeping with the aim of the series editor (David Mackay) of "break through to children: that in language and the imagination." The publisher is Methuen, and the distributor is Adam & Charles Black.

series of simple story books for children aged 3 to 6 which older children will enjoy reading on their own. The three children have lively adventures with Professor Much to be discovered and in the process learn things about their environment at home or so we are led to believe. In the text whimsical, a strange mixture of Joyce Grenfell and a BBC 2 travelogue. "There, shimmering high in the sky, was the spectrum of colour—red, orange, yellow, green, blue and indigo." Whereupon these follow some good sound facts about the spectrum and reflection. I suppose the publishers hope that these books will appeal to well meaning parents who imagine that by introducing their son to the spectrum at three or so, they will help him to become something of an infant prodigy at five. Frankly I don't see these books appealing to children. They have a cramped format, the illustrations are uninspired and the size of the type face quite unsuitable for any but an accomplished reader. So from a textual sophistication, let us turn to nonsense books. Not because children prefer nonsense to facts but because the sound of odd words appeals to children and the mastery of written sounds is what reading is all about. *Pickle, Pickle, Pickle* (Addison-Wesley) is about Peter who picks pickles and who was only stopped (from picking pickles) when the pickles popped and thereby produced a lake of pickle juice. Here again we find all the necessary elements for young readers—lively illustrations, clear type face, an imaginative story line. The three companion volumes (all 85p and 48p each) follow a similar pattern. I liked *My Shadow and My Tuna Fish Sandwiches*, but found *Super Sam and the Salad Garden* less appealing. It tells the story of a child who creates a salad garden only to have it vandalized by the local archers. The "buddies" come to a salutary end, but I wonder whether we really need to read upon the subject of a child's garden. This is not to excite a child's thirst for reading. (All these stories are by Patty Wolcott.)

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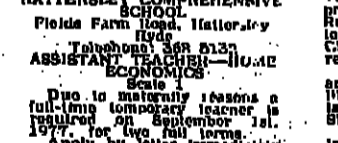
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HERTFORDSHIRE

BRENT

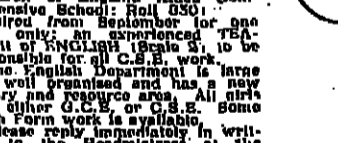
BROMLEY

HAMPSTEAD

HAVERING

OXFORDSHIRE COUNTY COUNCIL

Wheatley Park School



WALSALL Metropolitan Borough

Forest Comprehensive School

Scale 1 Posts

BRENT

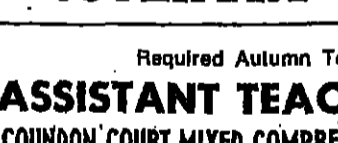
BROMLEY

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OXFORDSHIRE COUNTY COUNCIL

Wheatley Park School



WALSALL Metropolitan Borough

Forest Comprehensive School

Scale 1 Posts

ESSEX

BRENT

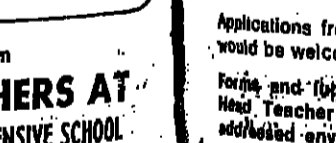
BROMLEY

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HAVERING

OXFORDSHIRE COUNTY COUNCIL

Wheatley Park School



WALSALL Metropolitan Borough

Forest Comprehensive School

Scale 1 Posts

NEWHAM

BRENT

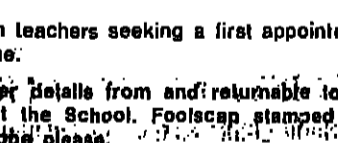
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Forest Comprehensive School

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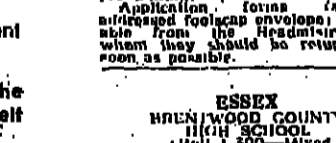
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Forest Comprehensive School

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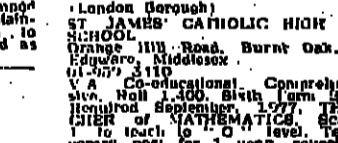
BROMLEY

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HAVERING

OXFORDSHIRE COUNTY COUNCIL

Wheatley Park School



WALSALL Metropolitan Borough

Forest Comprehensive School

Scale 1 Posts

County of Cleveland SECONDARY SCHOOLS

11-18 SCHOOLS

11-16 SCHOOLS

St. John Wall R.C. School

WOLVENTON AIDED SECONDARY SCHOOLS

Scale 1 Posts

Scale 1 Posts

Scale 1 Posts

BIRMINGHAM CITY COUNCIL

CITY OF GOVENTRY

Assistant Teachers at Coundon Court Mixed Comprehensive School

Foxford Mixed Comprehensive School

Sidney Stringer School and Community College

The Woodlands Boys' Comprehensive School

ESSEX

BRENT

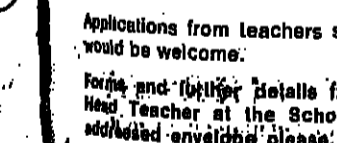
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OXFORDSHIRE COUNTY COUNCIL

Wheatley Park School



WALSALL Metropolitan Borough

Forest Comprehensive School

Scale 1 Posts

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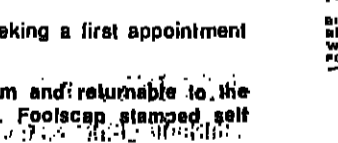
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Forest Comprehensive School

Scale 1 Posts

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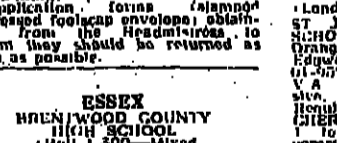
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Forest Comprehensive School

Scale 1 Posts

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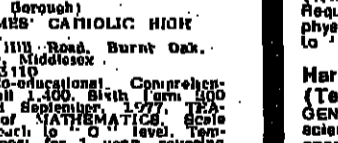
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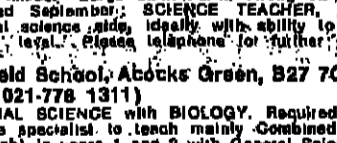
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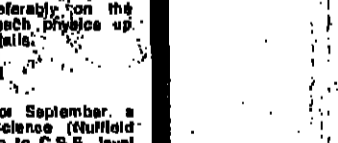
BROMLEY

HAMPSTEAD

HAVERING

OXFORDSHIRE COUNTY COUNCIL

Wheatley Park School



WALSALL Metropolitan Borough

Forest Comprehensive School

Scale 1 Posts

SECONDARY Mathematics continued

SELETOK (London Borough of) ... Mathematics continued

SUFFOLK COUNTY COUNCIL

KIRBY HIGH SCHOOL ... Mathematics continued

Modern Languages

Heads of Department

ESSEX ... Heads of Department

Other Posts on Scale 2 and above

HAMPSHIRE ... Other Posts on Scale 2 and above

Scale 1 Posts

BARKING ... Scale 1 Posts

Scale 1 Posts

DEBENT ... Scale 1 Posts

COUNTY OF SOUTH GLAMORGAN

GERMAN Scale 3

Required for January 1978 ... German Scale 3

MATHEMATICS Scale 1

Required for September ... Mathematics Scale 1

NEWHAM

London Borough of ... Newham

NORFOLK

London Borough of ... Norfolk

NOTTINGHAM

London Borough of ... Nottingham

NORFOLK

London Borough of ... Norfolk

NOTTINGHAM

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NOTTINGHAM

London Borough of ... Nottingham

NORFOLK

London Borough of ... Norfolk

Advertisement for 'THE TIMES EDUCATIONAL SUPPLEMENT' with contact information and subscription details.

SECONDARY Scale 1 Post continued

TRAFFORD (through 91) TOWN AND DEPARTMENT BROMHAM COMPREHENSIVE

Warrington Lane, Partington, Nr. Warrington, Lancashire. Tel: 061-773 4185/4771

Appointments in Scotland

KILMACOLEN THE COLLENDRA SCHOOL (11-12) Head, Kilmacolen

Required for October 1977... Salary in accordance with the Headship Scale

LOTHIAN REGIONAL COUNCIL WEST LOTHIAN DIVISION

Headship in Mathematics... Salary in accordance with the Headship Scale

Appointments in Scotland

LOTHIAN REGIONAL COUNCIL WEST LOTHIAN DIVISION

Headship in Mathematics... Salary in accordance with the Headship Scale

DOSET SURVICE FOR HEARING... Scale 1 Posts

BRACKSHIRE HOLYWELL MANOR SCHOOL... Scale 1 Posts

Sixth Form and Tertiary Colleges

Scale 1 Posts

SURREY ECONOMICS TEACHER... Scale 1 Posts

Special Education

Headships

BRIMLEY COVENS HOSPITAL SCHOOL... Headships

Special Education

NEWCASTLE upon Tyne... Special Education

CITY OF SAJORD... Special Education

OXFORDSHIRE COUNTY COUNCIL... Special Education

STAFFORDSHIRE EDUCATION COMMITTEE... Special Education

BUCKINGHAMSHIRE... Special Education

STAFFORDSHIRE EDUCATION COMMITTEE... Special Education

BUCKINGHAMSHIRE... Special Education

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BUCKINGHAMSHIRE... Special Education

STAFFORDSHIRE EDUCATION COMMITTEE... Special Education

BUCKINGHAMSHIRE... Special Education

WANDSWORTH... Scale 1 Posts

BRACKSHIRE HOLYWELL MANOR SCHOOL... Scale 1 Posts

Sixth Form and Tertiary Colleges

Scale 1 Posts

SURREY ECONOMICS TEACHER... Scale 1 Posts

Special Education

Headships

BRIMLEY COVENS HOSPITAL SCHOOL... Headships

Special Education

NEWCASTLE upon Tyne... Special Education

CITY OF SAJORD... Special Education

OXFORDSHIRE COUNTY COUNCIL... Special Education

STAFFORDSHIRE EDUCATION COMMITTEE... Special Education

BUCKINGHAMSHIRE... Special Education

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BUCKINGHAMSHIRE... Special Education

STAFFORDSHIRE EDUCATION COMMITTEE... Special Education

BUCKINGHAMSHIRE... Special Education

DOSET SURVICE FOR HEARING... Scale 1 Posts

BRACKSHIRE HOLYWELL MANOR SCHOOL... Scale 1 Posts

Sixth Form and Tertiary Colleges

Scale 1 Posts

SURREY ECONOMICS TEACHER... Scale 1 Posts

Special Education

Headships

BRIMLEY COVENS HOSPITAL SCHOOL... Headships

Special Education

NEWCASTLE upon Tyne... Special Education

CITY OF SAJORD... Special Education

OXFORDSHIRE COUNTY COUNCIL... Special Education

STAFFORDSHIRE EDUCATION COMMITTEE... Special Education

BUCKINGHAMSHIRE... Special Education

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BUCKINGHAMSHIRE... Special Education

STAFFORDSHIRE EDUCATION COMMITTEE... Special Education

BUCKINGHAMSHIRE... Special Education

GLAMORGAN... Other Assistants

WILTSHIRE... Other Assistants

Geography

History

Mathematics

Commercial Subjects

Modern Languages

Music

Other Assistants

Modern Languages

Music

Other Assistants

Modern Languages

Music

Other Assistants

Modern Languages

Music

Other Assistants

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WILTSHIRE... Other Assistants

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Mathematics

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Modern Languages

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Modern Languages

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Other Assistants

Modern Languages

Music

Other Assistants

Modern Languages

Music

Other Assistants

Metropolitan Borough of Rochdale EDUCATION DEPARTMENT Special Schools HIGH BIRCH SPECIAL E.S.N. (ALL AGE) Bolton Road, Rochdale OL11 4RA Tel: Rochdale 31762

City of Manchester Education Committee

SCALE 3 YEW TREE HIGH SCHOOL Wythenshawe, Manchester M23 0DD Required for September 1977

City of Salford EDUCATION COMMITTEE MANDLEY PARK SPECIAL SCHOOL (11-12) Headship

City of Salford EDUCATION COMMITTEE MANDLEY PARK SPECIAL SCHOOL (11-12) Headship

SCALE 1 YEW TREE HIGH SCHOOL Wythenshawe, Manchester M23 0DD Required for September 1977

County of Cleveland The Board of Governors of Hampden House School wish to appoint a new HEAD

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CHANNING SCHOOL HIGHGATE, LONDON N6 5HF Appointment of HEAD 1st September, 1978

CHANNING SCHOOL HIGHGATE, LONDON N6 5HF Appointment of HEAD 1st September, 1978

SAVE THE CHILDREN FUND A SOCIAL WORKER/ YOUTH WORKER

Is required to take up a new post on October 1, 1977. The successful applicant will be responsible to the Project Director, and secretarial assistance will be available.

THE KESTREL PROJECT, Cowgate, Newcastle upon Tyne INTERESTED IN A NEW VENTURE IN YOUTH WORK?

Cowgate is a large, old council housing area about 2 miles from the city Centre with a large proportion of the population under 17 years.

KENT County Council Education Committee

YOUTH AND COMMUNITY SERVICE WORKERS Dover £4,008-£4,624 plus Phase I and II supplements

(a) YOUTH AND COMMUNITY WORKER Small Heath School & Community Centre, Muntz Street, Birmingham

(b) YOUTH AND COMMUNITY WORKER Newtown Community Centre, 37 Newtown Shopping Centre, Birmingham

BIRMINGHAM CITY COUNCIL

Youth and Community Service

ESSEX This Christian Youth Unit is seeking to recruit a Youth Worker to be based in an existing Youth Centre in Harlow.

KINGSTON UPON THAMES

YOUTH AND COMMUNITY WORKER £3,951 to £4,401 per annum including 10% weighting plus £314 per annum supplement

LONDON, S.E.5 ST. GILES' YOUTH CENTRE

LIVERPOOL

LEIGHTON VILLAGE PLAY CENTRE Applications are invited from persons who are qualified in youth work and/or experience of working with children.

RESIDENTIAL SOCIAL WORKER

TENNAL REGIONAL ASSESSMENT CENTRE AND COMMUNITY HOME SCHOOL Are you interested in finding out what a child's TRACER programme is?

BIRMINGHAM CITY COUNCIL

NEWCASTLE upon Tyne YOUTH AND COMMUNITY WORKER

NEWCASTLE upon Tyne YOUTH AND COMMUNITY WORKER

SOUTHALL EDUCATION COMMITTEE

Applications are invited from suitably qualified persons to join the authority's full-time education staff.

TRAFFORD

EDUCATION DEPARTMENT FULL-TIME YOUTH LEADERS

WIMBORNE

WIMBORNE YOUTH CENTRE Applications are invited from persons who are qualified in youth work and/or experience of working with children.

WIMBORNE

WIMBORNE YOUTH CENTRE Applications are invited from persons who are qualified in youth work and/or experience of working with children.

BIRMINGHAM CITY COUNCIL

Overseas Appointments

PIONEER MUSIC TEACHING IN FINLAND Two Finnish teachers are required for the Pioneer Music Teaching in Finland.

TEACH IN FINLAND KHELPOISTO LANGUISHA A modern and excellent job is available for a teacher in the country of Finland.

London Borough of Enfield Supervisors

£2,961-£3,450 (Non-resident) £2,859-£3,348 (Resident)

Required at St. Nicholas House Community Home, an observation and assessment centre for boys aged 10 to 15 years.

Applications are invited from people aged 21 to 50 who can accept a challenging job working on occasions with some disturbed and delinquent boys.

ST. WILLIAM'S COMMUNITY HOME SCHOOL MARKET WEIGHTON, YORK YO4 3HA

A TEACHER OF REMEDIAL SUBJECTS With enthusiasm and imagination who will work with an experienced team of dedicated educators and have an impact on the lives of difficult, disturbed and delinquent children.

ENGLISH TEACHER REQUIRED IN IRAN

Needed-Experienced young EFL teacher, knowledge of Persian (Farsi) an advantage. Applications with curriculum vitae to Box No. TES 2931, The Times, WC1X 8EZ

METHODIST LADIES' COLLEGE MELBOURNE, AUSTRALIA PRINCIPAL

Applications are invited for the position of Principal, Methodist Ladies' College, Melbourne.

Teacher/Adviser for Community Education

To work in a group of schools in a disadvantaged area of the city. The successful candidate will be based in a small community education resource centre in one of the schools in the area.

coventry Higher London Education Authority

Assistant Tutor Warden

Each with experience or training in 2 of the following: graphics design, photography, educational TV studio work and production of models for classroom use.

Tutor Warden

Each with experience or training in 2 of the following: graphics design, photography, educational TV studio work and production of models for classroom use.

Assistant Tutor Warden

Each with experience or training in 2 of the following: graphics design, photography, educational TV studio work and production of models for classroom use.

Tutor Warden

Each with experience or training in 2 of the following: graphics design, photography, educational TV studio work and production of models for classroom use.

Details and application forms, returnable by 22 July, 1977, from the Education Officer (CECS), The County Hall, London SE1 7PB (stamped addressed footscap).

OVERSEAS TEACHING POSTS

SENIOR LECTURER IN ENGLISH (POLAND) Department of English, University of Silesia, Sosnowiec

ADVISER IN ENGLISH (MALAWI) Ministry of Education, Lilongwe To advise the Ministry on all matters concerning the teaching of English at primary, secondary and teachers' college levels.

LECTURERS IN ENGLISH MEDIA ASSISTANTS (SAUDI ARABIA) Communications Skills in English Programme, King Abdul Aziz University, Jeddah.

DEPUTY DIRECTOR 2 HEADS OF COURSES Graduates with Diploma or MA (TEFL) and a minimum of 5 years teaching preferably with experience of ESP.

4 GROUP LEADERS Graduates with Diploma or MA (TEFL) and a minimum of 5 years' teaching preferably with experience of ESP.

38 TUTOR/LECTURERS (Including 3 women lecturers) Graduates with postgraduate qualification in TEFL and experience of or interest in teaching English for science and technology.

2 MEDIA ASSISTANTS Each with experience or training in 2 of the following: graphics design, photography, educational TV studio work and production of models for classroom use.

TEACHER OF ENGLISH (YEMEN) Al Thawra Secondary School, Taiz

THE BRITISH COUNCIL

TEACHER OF ENGLISH (IRAN) Institute of Languages, Kerman 2 Teachers required to teach from beginner/FCE levels.

ENGINEER/SUPERVISOR (SPAIN) The British Council Institute, Madrid. Candidates should be qualified to HNC/City and Guilds Final Certificate Level and have at least 3 years' operations and maintenance experience in a broadcasting or high quality Closed Circuit Television Studio.

LECTURER IN ENGLISH LANGUAGE AND LITERATURE (JAPAN) Osaka University MA or PhD in English Studies. TEFL qualification highly desirable.

5 GCE TEACHERS (OMAN) Teacher of English Language and Literature. Teacher of Physics. Teacher of Chemistry. Teacher of Biology. Teacher of Mathematics.

SPECIALIST IN TESTS AND EXAMINATIONS (INDIA) Regional Institute of English, South India, Bangalore Relevant MA degree and experience of Testing and examinations work essential. PhD and research experience desirable.

TEACHER OF ENGLISH (ITALY) The British Council Institute, Naples Candidates should hold a degree, preferably in English or Modern Languages, together with a postgraduate TEFL qualification and have substantial, varied EFL experience.

TEACHER OF ENGLISH (YEMEN) Al Thawra Secondary School, Taiz

TEACHER OF ENGLISH (YEMEN) Al Thawra Secondary School, Taiz

Return fares are paid. Local contract is guaranteed with the British Council. Please write, briefly stating qualifications and length of appropriate experience, including relevant reference number, and title of post, for further details and an application form to The British Council (Appointments), 65, Davies Street, London W1V 2AA.

